

DIAGNOSTIC REVIEW REPORT
FOR
FAYETTE COUNTY PUBLIC SCHOOLS

701 East Main Street
Lexington, KY
40502

Dr. Tom Shelton, Superintendent

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.8

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • District and school interviews • Stakeholder survey data² • Mission, Vision, and Belief Statements • Superintendent's presentation • Effective Learning Environment Observation Tool (ELEOT) • 2012 and 2013 District Report Cards • District and school interviews 	2
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • District and school interviews • Stakeholder survey data² • School's Executive Summary • TELL Survey data • School Report Card 	1

Indicator		Source of Evidence	Performance Level
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • District and school interviews • Stakeholder survey data² • TELL survey • Superintendent's presentation • Special Program enrollments 	2
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • District and school interviews • Stakeholder survey data² • Superintendent's presentation • District organizational chart • Teaching and Learning Team Delivery Chain 	2

¹ The Fayette County District Self-Assessment, consisting of the district's internal analysis of standards and indicators that form the basis for the Diagnostic Review process, was completed in 2011. The Self-Assessment was not revised or updated for the 2014 Diagnostic Review.

² The number of parent surveys did not meet the minimum response rate of 20% of school households nor did the number of students surveyed meet the minimum response rate of 40%. Nevertheless, both the school and district teams felt that the perspectives of the 145 parents and 414 students who were surveyed were important and should be included in this analysis.

Indicator	Opportunity for Improvement
1.1	Develop and implement a process to review, revise, and communicate the system's purpose that is clearly focused on student achievement and that is formalized and implemented with fidelity on a regular schedule and includes participation by representatives of all stakeholder groups.
Rationale	

Student Performance Data

While some improvement in student performance has occurred, data does not suggest that the formal statements of purpose and direction have united stakeholders in support of challenging and equitable learning experiences for all students at Bryan Station High School (BSHS).

- Student performance data for 2012 and 2013 demonstrates a 5.2% increase in the overall score. The school's state percentile ranking increased from 17% to 41%. BSHS met their Annual Measurable Objective (AMO).
- Student performance data for 2012 and 2013 demonstrates a 7.6% increase in achievement. The 2013 achievement score is 54.2, which is 12.6% below the district average and 6.5% below the state average.
- Student performance data for 2012 and 2013 demonstrates a 7.5% increase in the gap score. The 2013 gap score of 31.2 is 2.5% below the district and state averages.
- Student performance data for 2012 and 2013 demonstrates a 7.7% increase in the graduation rate, which is 0.2% above the district average and 3.2% below the state average. Bryan Station High School did not meet their graduation rate goal.

Classroom Observation Data

- Classroom observations reveal a lack of evidence to indicate a strong commitment to instructional practices including active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Although the commitment to evidence-based instructional practices was clearly evident in some classrooms, in many classrooms there was no evidence of such a commitment.
- According to the ELEOT results, the High Expectations Learning Environment was rated 2.2 on a 4 point scale, the Active Learning Environment was rated 2.3 on a 4 point scale, and the Supportive Learning Environment was rated 2.4 on a 4 point scale. These results suggest that students are routinely tasked with low-level, unengaging lessons that offer little differentiation for individual needs.
- Classroom observation results indicate that the Well Managed Learning Environment was rated 2.5 on a 4 point scale, indicating that some staff members do not hold students accountable for school wide behavior expectations.

Stakeholder Survey Data

- 76.55% of parents strongly agree or agree that the school's purpose is clearly focused on student achievement
- 48.97% of parents strongly agree or agree that the school's purpose statement is formally reviewed and revised with involvement from parents.
- 67.58% of parents strongly agree or agree that the school has established goals and a plan for improving student learning.
- 74.19% of students strongly agree or agree that the school offers programs and services to help them succeed
- 69.35% of students strongly agree or agree that, "the school's purpose and expectations are clearly explained to me and my family."
- 65.67% of students strongly agree or agree that a high quality education is offered in their school.
- Only 26.73% of students strongly agree or agree that, "all students are treated with respect in my school." 73.27% of students were either neutral, disagreed, or strongly disagreed with this statement.
- 58.52% of students strongly agree or agree that the teachers in their school work together to improve student learning.
- 51.4% of staff strongly agree or agree that the school's purpose statement is formally reviewed and revised with involvement from stakeholders.
- 94.4% of staff strongly agree or agree that the purpose statement is clearly focused on student success.
- 67.29% of staff strongly agree or agree that the school's purpose statement is based on shared values and beliefs that guide decision-making.
- 71.02% of staff strongly agree or agree that the school's purpose is supported by the policies and practices adopted by the school board or governing body.

Stakeholder Interviews

- Interviews with district staff indicate that the district's mission, vision, and belief statements were revised in the summer of 2011 with the involvement of multiple stakeholder groups.

Documents and Artifacts

- The Executive Summary states that the superintendent began overhauling the strategic planning process to guide district efforts and bring coherence and focus to goal setting, data-informed decision making, and collaborative problem solving across the district in 2011. Interviews revealed that key district leaders and principals provided input and assistance to create the new mission and vision statements for the district in January 2012. The Board of Education adopted the new mission and vision statements at that time.
- The mission statement is, "Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society."
- The vision statement is, "All students will graduate from high school prepared for college and careers, ready to excel in a global society. In order to achieve this, we will foster rich and diverse learning experiences that challenge and inspire (student achievement); foster a student-centered school system (student engagement); foster a culture of caring and mutual respect that supports lifelong learning (staff engagement); foster collaborative family partnerships (family engagement); and foster collaborative community partnerships (community engagement)." There were five district Professional Learning Communities (PLCs) established by the superintendent to guide the strategic processes in the aforementioned vision areas.

Indicator	Opportunity for Improvement
1.3	Develop, implement, and monitor challenging educational programs that ensure an equitable learning environment for all students that includes: active student engagement, focus on a depth of understanding, and application of knowledge and skills.
Rationale	

Student Performance Data

- Student performance data does not suggest that all students are provided challenging education programs and an equitable learning environment. While the Bryan Station Next Generation Learners Achievement NAPD (Novice, Apprentice, Proficient, Distinguished) calculations increased from 2011-2012 to 2012-2013 for each subject area, the 2012-2013 calculations remain below district and state scores.

Accountability Summary - NGL Learners Achievement - NAPD Calculation	2011-12	2012-13		
	BHS	BHS	District	Kentucky
READING	49.4	54.3	69.1	61.0
MATH	46.4	49.1	63.4	55.6
SCIENCE	40.8	50.1	64.6	58.1
SOCIAL STUDIES	39.0	50.7	64.9	59.8
WRITING	59.1	68.5	71.1	68.9
LANGUAGE MECHANICS	48.5	58.7	74.4	69.0

Classroom Observation Data

- Classroom observation data revealed that students were seldom provided differentiated opportunities and activities to address individual needs. This indicator was rated 1.7 on a 4 point scale. Differentiation was evident/very evident in only 20% of classrooms. The majority of classrooms employed teacher-centered, whole group instruction as the primary instructional delivery method.
- Although the commitment to evidence-based instructional practices was clearly evident in some classrooms, in many classrooms there was no evidence of such a commitment.
- There was minimal classroom observation data to indicate that there is a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.
- Students having equal access to classroom discussions, activities, resources, and technology was rated 2.7 on a 4 point scale. In most classrooms students had the opportunity to ask questions and participate in discussions that occurred during direct instruction. This indicator was the highest-rated among the Equitable Learning Environment items and was tied for the highest ELEOT indicator overall.
- The Well-Managed Learning Environment was rated 2.5 overall, which indicated that some staff members do not hold students accountable for school wide behavior expectations. While observations revealed students knew rules and consequences (rated 2.5 on a 4 point scale), teachers were observed repeatedly reminding students of behavioral expectations. Teachers were frequently observed tolerating persistently disruptive off-task behaviors (sleeping, using electronic devices for non-instructional purposes, talking at inappropriate times, arguing with the teacher, etc.) suggesting that procedures and expectations for behavior are not well established in many classrooms.

Stakeholder Survey Data

- 66% of students strongly agree or agree with the statement, “My school provides a challenging curriculum and learning experiences.”
- 52% of students strongly agree or agree that, “My school prepares me to deal with issues I may face in the future.”
- Only 35% of students strongly agree or agree that teachers “change their teaching to meet my learning needs,” suggesting that almost two-thirds of students cannot confirm that teachers make necessary adjustments to instruction to meet individual learning needs.

Stakeholder Interviews

- District and school stakeholder interviews indicate that all students at Bryan Station High School have the opportunity to enroll in the Information Technology (IT) magnet program with no

restrictions.

- District and school stakeholder interviews indicate that all students at Bryan Station High School have the opportunity to enroll in the Science Technology Engineering Arts and Math (STEAM) program with no restrictions.
- According to Fayette County Public Schools' 2013–2015 CDIP, directors were assigned to “lead a cadre of turnaround schools, coordinate teams to provide individualized and customized support for both turnaround schools and schools identified as Focus Schools, and bring recommendations to the board regarding systematic next steps for improvement.” Stakeholder interviews and lack of documentation indicated minimal visibility from a director during the current school year.

Indicator	Opportunity for Improvement
1.4	Implement a system whereby leaders at all levels use a documented, systematic, and continuous improvement process for improving student learning which includes action planning, measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the continuous improvement process is highly effective in improving learning for all students and achieving all improvement goals at BSHS.

Classroom Observation Data

- The extent to which the improvement planning process is impacting the classroom environment is not apparent. For example, classroom observations suggest that teachers are frequently missing opportunities to actively engage students in evaluating their own progress toward learning targets and make ongoing revisions to work until mastery is demonstrated. Many classrooms revealed limited evidence that students understood how their work was assessed (rated 2.0 on a 4 point scale). This indicator was evident/very evident in only 31% of classrooms.
- Students being asked or quizzed about individual progress, responding to teacher feedback to improve understanding, or demonstrating/verbalizing understanding of a lesson or content were all rated 2.2 on a 4 point scale and not consistently observed across the school.

Stakeholder Survey Data

- Survey data suggests that the staff is highly satisfied with the existing improvement processes. 83% of staff strongly agree or agree with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures for growth.”

Stakeholder Interviews

- District leadership interviews indicate the realigned district support staff members, such as the directors, have more of an instructional focus and less of an operational role.
- According to the Fayette County Public Schools' 2013-2015 CDIP, directors were assigned to "lead a cadre of turnaround schools, coordinate teams to provide individualized and customized support for both turnaround schools and schools identified as Focus Schools, and bring recommendations to the board regarding systematic next steps for improvement." Stakeholder interviews and lack of documentation indicated minimal visibility from a director during the current school year.
- Based on documentation and interviews, the extent to which improvement plan goals, strategies, and activities are monitored by the school or district is not apparent.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	2.3

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • School Board Policy-01 1DNS: Powers and Duties of School Board • Stakeholder interviews-Board Member, SBDM Office, 3 Directors of School Improvement/Innovation • Mission, Vision, and Belief Statements • Superintendent's presentation • Stakeholder survey data² • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority School Report Cards 	2

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Stakeholder interviews-Board Member, SBDM Office, 3 Directors of School Improvement/Innovation Superintendent's presentation Board Minutes 	3
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ School Board Policy-01 1DNS:Powers and Duties of School Board Superintendent's presentation Stakeholder interviews-Board Member, SBDM Office, 3 Directors of School Improvement/Innovation 	3
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ TELL Survey Superintendent's presentation Interviews with District staff School Support Documents on Culturally Responsive Training Effective Learning Environment Observation Tool (ELEOT) 	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Interviews with district staff 	2

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ TPEGS Coach-Throughs at BSHS Effective Learning Environment Observation Tool (ELEOT) 	2
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Indicator	Opportunity for Improvement
2.1	Develop and implement policies and practices that support the system's purpose and direction and the effective operation of the system and its schools.
Rationale	

Student Performance Data

- Bryan Station High School's Overall Score and College and Career Readiness (CCR) Score increased from 2011-2012 to 2012-2013. However, the 2012-2013 CCR score remains 20 or more points below district and state scores with Bryan Station High School at 40.7, the district at 62.3, and the state at 60.8.

Stakeholder Survey Data

- 75.24% of staff strongly agree or agree the school council and Board of Education follow laws and regulations.
- 62.86% of staff strongly agree or agree that the governing bodies maintain distinction between their roles and those of administration.

Stakeholder Interviews

- A member of the Board of Education indicated that the board develops policies and practices that support the system's purpose and direction.
- Interviews with several district staff members indicated that there is no clear direction from leadership regarding current job roles after reorganization. As a staff member stated, "I basically do what I think schools need."

Indicator	Opportunity for Improvement
2.4	Establish a process to align decisions and actions toward continuous improvement to achieve the system's purpose and direction.
Rationale	

Student Performance Data

- While the Bryan Station Next Generation Learners Achievement NAPD (Novice, Apprentice, Proficient, Distinguished) calculations increased from 2011-2012 to 2012-2013 for each subject area, the 2012-2013 calculations remain below district and state scores.

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WRITING	59.1	68.5	71.1	68.9
LANGUAGE MECHANICS	48.5	58.7	74.4	69.0

Classroom Observation Data

- As detailed previously in this report, the extent to which the district and school's continuous improvement efforts are aligned is not consistently apparent.
 - It was evident/very evident that students knew and were striving to meet high expectations in only 46% of classrooms.
 - It was evident/very evident that students were tasked with challenging learning and activities in 53% of classrooms.
 - It was evident/very evident that students were provided with exemplars of high quality work in 29% of classrooms.
 - It was evident/very evident that students were engaged in rigorous coursework in 38% of classrooms.

These results do not align with the district's mission and vision "to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society" and "...foster rich and diverse learning experiences that challenge and inspire (student achievement)..."

Stakeholder Survey Data

- 2013 TELL Kentucky survey data suggests that working conditions at the school may not reflect the values and principles expressed in the district's formal statements of purpose and direction.

Agreed with the statements below	% of BSHS Teachers	Compared to	% of FCPS Teachers
The faculty and leadership have a shared vision.	51.2%		76%
There is an atmosphere of trust and mutual respect in this school.	43.8%		66.4%
Teachers feel comfortable raising issues and concerns that are important to them.	46.9%		64.9%
The school leadership consistently supports teachers.	44.1%		72%

- AdvancED survey data collected in the fall of 2013 indicates that:
 - 51.52% of parents strongly agree or agree that the school shares responsibility for student learning with stakeholders.
 - 51.42% of staff strongly agree or agree that leaders hold themselves accountable for student learning.
 - 63.81% of staff strongly agree or agree that leaders hold staff accountable for student learning.

Stakeholder Interviews

- Interviews with district support staff indicated the need for development of a process to improve effective operation of the system and the schools.

Indicator	Opportunity for Improvement
2.5	Develop and implement processes to more effectively engage parents and other stakeholders in support of the system's purpose and direction as well as to build a greater sense of ownership in school and system success.
Rationale	

Stakeholder Survey Data

- 57.57% of parents strongly agree or agree that, "Our school communicates effectively about the school's goals and activities."
- 56.82% of parents strongly agree or agree that, "Our school provides opportunities for stakeholders to be involved in the school."

- 45.71% of staff strongly agree or agree that, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.”

Stakeholder Interviews

- District and school leaders indicated that parent representatives on the Bryan Station High School SBDM Council primarily represented students enrolled in the Spanish Immersion program, indicating the need for concerted efforts from school and system leaders to encourage broader and more diverse participation from all parents.

Documents and Artifacts

- Parent and student surveys conducted at the school in the fall of 2013 did not meet the minimum response rates of 20% for parents and 40% for students. Only 145 parents completed the survey. The team felt that it was important that the voice of responding parents be honored, while understanding that the lower return rate failed to meet the statistical threshold. Additionally, the lower return rate is another reflection of the need for school and district personnel to expand their efforts to engage parents in improvement initiatives and increase parents’ participation in their child’s education.

Indicator	Opportunity for Improvement
2.6	Develop, implement and monitor the effectiveness of supervision and evaluation processes focused on improvement in professional practice in all areas of the system and improved student success.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that professional practice is being consistently supervised and evaluated to ensure that all students have equitable and challenging learning experiences leading to next level success.

Classroom Observation Data

- Classroom observation data does not suggest that the district or school have established effective supervision and evaluation processes resulting in the systematic use of highly effective professional practices focused on the attainment higher student achievement.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in only 20% of classrooms.
 - Instances in which students were tasked with activities and learning that was challenging learning but attainable were evident/very evident in 53% of classrooms.
 - Instances in which students had several opportunities to engage in discussions with teachers and other students were evident/very evident in 48% of classrooms
 - Instances in which students were actively engaged in learning activities were evident/very evident in 54% of classrooms.

- Instances in which students used digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in just 12% of classrooms.

Stakeholder Survey Data

- 63.81% of staff agree or strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning,” suggesting that nearly 40% of staff cannot confirm the systematic use of these evaluation processes across the school.
- 47.61% of staff agree or strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning,” suggesting that the majority of staff cannot confirm consistent use of this practice in the school.

Stakeholder Interviews

- District stakeholders and Bryan Station High School leadership stakeholders stated the purpose of Coach-Throughs was to provide instructional support in a more positive manner with a focus on Kagan strategies.

Documents and Artifacts

- The school presented documents which provided details about the BSHS Coach-Through format.
- The administration conducts formal summative evaluations consistent with board policy and state regulations.
- Documents, artifacts, and interviews did not reveal the existence of any systematic process or procedure by which leadership provides teachers with feedback to improve professional practice, i.e., direct observation, review of unit or lesson plans, review of assessments, etc.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most

effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	1.8

Indicator		Source of Evidence	Performance Level
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none">• Executive Summary• 2011 Self-Assessment¹• K-8 artifacts and documents• Stakeholder interviews• Superintendent's presentation and interview• Stakeholder survey data²• 2012 KDE Leadership Assessment• 2012 and 2013 District Report Cards• ELEOT observation data• PLC agendas and minutes	2

3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none">• Executive Summary• 2011 Self-Assessment¹• Artifacts and documents• Stakeholder interviews• Superintendent's presentation• Stakeholder survey data²• ELEOT observation data• KDE School and District Report Card• Continuous Instructional Improvement Technology System (CIITS) protocols• Superintendent's presentation and interview• PLC agendas and minutes,• Grade K-8 curriculum maps• Meeting agendas and notes	1
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3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • Previous KDE Leadership Assessment • KDE School and District Report Card • ELEOT observation data • Stakeholder interviews • Review of documents and artifacts • PLC agendas • Math and Literacy Design Collaborative • Coach through documents 	2
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • TELL survey • Previous KDE Leadership Assessment • School and District Report Card • ELEOT observation data • Stakeholder interviews • Meeting agendas and training materials • Walkthrough documents (10/2012) • Superintendent's presentation and interview • PLC agendas and minutes 	1

3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • Fayette County draft Strategic Plan (2013-17) documentation • Previous KDE Leadership Assessment • School and District Report Card • Stakeholder interviews • Review of documents and artifacts • Superintendent's presentation and interview • PLC agendas and minutes 	2
3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • Previous KDE Leadership Assessment • School and District Report Card • ELEOT observation data • Stakeholder interviews • Review of documents and artifacts • PLC agendas and minutes • Coach through documents 	2

3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • School and District Report Card • Stakeholder interviews • Review of documents and artifacts • Superintendent's presentation and interview • PLC agendas and minutes • Professional development plans 	2
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Documentation of community and parent involvement • Previous KDE Leadership Assessment • TELL survey • KDE School and District Report Card • FCPS Customer Service • Stakeholder interviews • Superintendent's presentation and interview • Heart to Heart home visits by BSHS teachers (2012-13, 2013-14) • PLC agendas and minutes • Stakeholder survey data² 	2

3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • Previous KDE Leadership Assessment • Stakeholder survey data² • School and District Report Cards • ELEOT observation data • Stakeholder interviews • Review of documents and artifacts 	1
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • Previous KDE Leadership Assessment • KDE School and District Report Card • ELEOT Classroom observation data • Stakeholder interviews • Review of documents and artifacts • PLC agendas • Consolidated School Improvement Plan (CSIP) • Consolidated District Improvement Plan (CDIP) 	2

3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • TELL survey • Previous KDE Leadership Assessment • KDE School and District Report Card • Stakeholder interviews • Review of documents and artifacts • Superintendent's presentation and interview • PLC agendas and minutes • Fayette County Strategic Plan • District website • District Professional Development Plan 	2
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • Previous KDE Leadership Assessment • KDE School and District Report Card • ELEOT observation data • Stakeholder interviews • Review of documents and artifacts • PLC agendas and minutes 	2

Indicator	Opportunity for Improvement
3.1	Develop and monitor the implementation of the system's curriculum to ensure that learning experiences provide challenging and equitable learning experiences for all students.
Rationale	

Student Performance Data

- Student performance at Bryan Station High School improved between 2012 and 2013, but data does not suggest that the school and district have been successful in ensuring that the curriculum provides equitable and challenging learning experiences leading to success at the next level for all students. Notable data from the 2013 BSHS School Report Card includes:
 - There was a 5.2% increase in the overall score. The state percentile ranking rose from 17 to 41. BSHS met their Annual Measurable Objective (AMO).
 - There was a 7.6% increase in achievement. The 2013 achievement score is 54.2, which is 12.6% below the district average and 6.5% below the state average.
 - There was a 7.5% increase in the gap score. The 2013 gap score of 31.2 is 2.5% below district and state averages.
 - There was a 4% increase in the overall CCR score. The 2013 percent CCR is 40.7%, which is 21.6% below the district average and 20.1% below the state average.
 - There was a 7.7% increase in graduation rate, which is 0.2% above the district average and 3.2% below the state average. Bryan Station High School did not meet its graduation rate goal.

Novice and Proficient/Distinguished performance in Core Subjects
at Bryan Station High School in 2013

	Increase/Decrease Novice	Total Percentage Scoring Novice	Increase/Decrease Proficient/Distinguished	Total Percentage Scoring Proficient/Distinguished
Reading	-4.2	40.4	+6.8	50.0
Math	-4.7	30.1	+0.8	28.3
Science	-15.3	23.6	+3.2	23.6
Social Studies	-9.8	40.7	+13.6	42.0

- ACT results improved slightly between 2012 and 2013. For example, English improved by 0.6, math improved by 0.1, reading improved by 1.0, science improved by 1.2, and the overall ACT Composite improved by 0.7.

- Student performance data shows that 41.8% of students met the ACT English benchmark, 30.9% of students met the ACT math benchmark, and 35.9% of students met the ACT reading benchmark.

Classroom Observation Data

- Classroom observation data does not suggest that all students are provided challenging learning experiences that ensure opportunities to develop learning, thinking, and life skills leading to next level success.
- The High Expectations Environment received an overall rating of 2.2 on a 4 point scale. The indicator “Is provided exemplars of high quality work” received a rating of 1.8, the lowest for this environment. The indicator “Is asked and responds to questions that require higher order thinking” received a rating of 2.0 on a 4 point scale. Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in 38% of classrooms.

Stakeholder Survey Data

- 66.43% of students strongly agree or agree with the statement, “My school provides me with challenging curriculum and learning experiences.”
- 52.25% of students strongly agree or agree with the statement, “My school prepares me to deal with issues I may face in the future.”
- 67.21% of parents strongly agree or agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets her/her learning needs.”
- 67.21% of parents strongly agree or agree with the statement, “All of my child’s teachers give work that challenges my child.”

Stakeholder Interviews

- District staff stated that the curriculum for high schools is determined by the school and SBDM council. Accordingly, the extent to which district expectations, guidance, and support for curriculum development and implementation is very limited.

Documents and Artifacts

- Review of district-provided curriculum documents reveals curriculum work has focused on grades K-8 only.

Indicator	Opportunity for Improvement
3.3	Create, implement, and monitor a process by which teachers consistently use instructional strategies that ensure high levels of student engagement resulting in achievement of learning expectations. Provide support and monitor the use of highly engaging learning strategies such as applying knowledge and skills, integrating content with other disciplines, using technologies as instructional resources and tools, personalizing instruction to address specific learning needs, etc.
Rationale	

Student Performance Data

- As detailed previously in this report, performance data does not suggest that all students are highly engaged in their learning.

Classroom Observation Data

- The Equitable Learning Environment received an overall rating of 2.1 on a 4 point scale. Two of the lowest ratings in this environment were the indicator “has differentiated learning opportunities and activities that meet her/his needs” which was rated 1.7, and “has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences,” which was rated 1.6.
- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in 38% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs was evident/very evident in 24% of classrooms.
- The Active Learning Environment received an overall rating of 2.3 on a 4 point scale.
- Instances in which students had several opportunities to engage in discussions with teachers and other students were evident/very evident in 48% of classrooms.
- Instances in which students were able to make connections from content to real-life experiences were evident/very evident in 34% of classrooms.
- Instances in which students were actively engaged in learning activities were evident/very evident in 54% of classrooms.

Stakeholder Survey Data

- In the AdvancED surveys, 52.96% of students strongly agreed or agreed with the statement, “My school motivates me to learn new things.”
- 34.52% of students strongly agree or agree with the statement, “All of my teachers change their teaching to meet my learning needs,” indicating that only about one-third of students feel that teachers modify instruction to meet specific learning needs.

- 57.38% of parents indicated that they strongly agree or agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”
- 41.81% of parents strongly agree or agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
- 54.1% of parents strongly agree or agree with the statement, “My child sees a relationship between what is being taught and his/her everyday life.”
- 47% of staff strongly agree or agree with the statement “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

Stakeholder Interviews

- District staff described a tiered process for intervention through Multi-Tiered Systems of Support (MTSS) at the high school level. This process includes Tier 1 classroom strategies even though there is no documented evidence the district knows specifically what those strategies consist of at the classroom level.
- District staff stated that district walkthroughs have not occurred at Bryan Station High School since October 2012 and that a formal process for monitoring instruction is not in place. District staff and school leaders discussed that walkthroughs “hurt” culture in the past; therefore they have not continued that practice.

Documents and Artifacts

- Review of district artifacts shows documentation of both the Math Design Collaborative and Literacy Design Collaborative which provide training to middle and high school teachers for “building literacy and math skills specified by the Common Core State Standards.”
- Documentation reveals that professional development focusing on the use of Kagan’s cooperative learning strategies has been the primary professional development for the 2013-14 school year. Coach-Through visits replaced the walkthrough instrument this school year, but the focus cooperative learning strategies rather than strategies for reading and math.

Indicator	Opportunity for Improvement
3.5	Develop and implement a systemic approach whereby school and district staff participate in collaborative learning communities that promote productive discussions about student learning and support improved instruction.
Rationale	

Classroom Observation Data

- As detailed previously in this report, according to the ELEOT results there is room for growth in all classroom environments. These results indicate the need for a systematic approach for

implementing professional learning communities to allow all teachers to collaborate to improve instruction and student learning.

Stakeholder Survey Data

- 42.63% of parents strongly agree or agree with the statement, “All of my child’s teacher’s work as a team to help my child learn.”
- 52.94% of staff strongly agree or agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching),” indicating that although professional learning communities are in place, there is not a formal process to promote discussions about student learning.
- 2013 TELL Kentucky survey data revealed that teachers (46.2% BSHS/77.1% FCPS) agree with the statement, “The school improvement team provides effective leadership at this school.”
- 2013 TELL Kentucky survey data showed that teachers (57% BSHS/79% FCPS) agree with the statement, “Teachers receive feedback that can help them improve teaching.”

Stakeholder Interviews

- District leadership interviews describe Vision PLCs around the five priority visions from the superintendent (Student Achievement, Student Engagement, Staff Engagement, Family Engagement, and Community Engagement). However, the expectation for frequency of PLC meetings was unclear. For example, the Student Achievement PLC, also called TLT, meets on a weekly basis according to district interviews, while the Community Engagement PLC has only met on three occasions since June 2013.

Documents and Artifacts

- The Fayette County Public Schools Strategic Plan (2013-2017) includes a vision statement for all five of the professional learning communities. This document is still in draft form. It does not include goals and strategies for these communities of learners or documentation of meetings, etc.

Indicator	Opportunity for Improvement
3.6	Create and implement a structure whereby all teachers use an instructional process that clearly informs students of learning expectations and standards of performance. Ensure that the process uses multiple formative and summative assessments to inform ongoing modification of instruction that exemplars are provided to guide and inform students, and that students are provided specific and immediate feedback about their learning.
Rationale	

Student Performance Data

- While the school has shown improvement in the last year, student performance data from the 2013 School Report Card, which has been detailed elsewhere in this report, suggests that the

school and district have not been successful in establishing an instructional process which consistently informs students of learning expectations, uses formative assessments to guide modification to instruction and curriculum, and provides students with immediate feedback about their learning.

Classroom Observation Data

- Instances in which students knew and were striving to meet high expectations established by the teacher” were evident/very evident 46% of classrooms. The review team noted that in some cases, students remained disengaged from the lesson during the entire length of the observation. Most students were compliant to teacher requests to be seated, listen to instructions, take notes, etc. However, in some classes teachers issued repeated requests before most students complied. Learning targets were posted in many classrooms, though teachers did not consistently draw specific attention to the expected learning outcomes for the lesson.
- Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 53% of classrooms.
- Instances in which students were asked and responded to questions that required higher-order thinking or engaged in activities such as synthesizing or evaluating data were evident/very evident in 28% of classrooms.
- Instances in which students were provided exemplars of high quality work were evident/very evident in 29% of classrooms.
- The Progress Monitoring Environment was rated 2.2 on a 4 point scale. Specific items within this environment included:
 - Instances in which students were asked and/or quizzed about individual progress were evident/very evident in 36% of classrooms.
 - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 42% of classrooms.
 - Instances in which students demonstrated or verbalized understanding of the lesson or content were evident/very evident in 42% of classrooms.

Stakeholder Survey Data

Stakeholder survey data is mixed regarding the existence of an instructional process that informs students of learning expectations and provides immediate feedback about their learning.

- 64.77% of students strongly agree or agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- 65.72% of students strongly agree or agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- 82.78% of parents strongly agree or agree with the statement, “My child knows the expectations for the learning in all classes.”

- 56% of staff agree or strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.”

Stakeholder Interviews

- Staff interviews at Bryan Station High School discussed Coach-Through classroom visits. These visits are coupled with pre- and post- interviews with teachers by the school leadership. Interviews revealed that the purpose of Coach-Throughs is solely for the implementation of Kagan strategies and positive feedback for the teacher.

Documents and Artifacts

- Documentation and interviews did not reveal that the school or district has established an instructional process that ensures students are informed of learning expectations, requires the use of multiple assessments to guide modification in instruction, or addresses expectations for providing student feedback.
- The Bryan Station High School Diagnostic Review team, in their analysis of classroom observation data, indicated that:

...the school's instructional process mostly involves whole-group, teacher-centered worksheet dissemination. Some classrooms posted "I can" statements reflective of learning expectations and most classrooms posted agendas of daily activities. The (school) review team observed no modification of instruction to meet student needs, single instructional methods, and little to no student feedback about their learning. Few teachers provided exemplars of student work or modeling to guide and inform students.

Indicator	Opportunity for Improvement
3.7	Create and implement a continuous system of teacher support through mentoring, coaching, and induction programs beyond the Kentucky Teacher Internship Program (KTIP).
Rationale	

Student Performance Data:

- As outlined previously in this report, student performance data does not suggest the existence of ongoing mentoring, coaching, and induction programs for teachers to help ensure systematic implementation of effective instructional strategies across the school. Though there has been some improvement in student achievement, the percentage of students making typical growth in reading and math has not improved and the percentage of students performing at the Novice and Apprentice levels is very high.

Classroom Observation Data

- As detailed elsewhere in this report, observation data does not suggest that school and district leadership have been successful in establishing highly effective structures and supports, such as coaching and mentoring, that are resulting in systematic implementation of engaging and challenging instructional strategies that will lead to improved student performance and student success.

Stakeholder Survey Data

- 49.02% of staff strongly agree or agree with the statement, "In our school, staff members provide peer coaching to teachers."
- 53.92% of staff strongly agree or agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."
- 2013 TELL Kentucky survey data revealed that teachers (70.1% BSHS/80.7% FCPS) agree with the statement, "Provided supports (i.e. instructional coaching, professional learning communities, etc.) translates to improvements in instructional practices by teachers."

Documents and Artifacts

- Review of professional learning community agendas and minutes, professional development plans, and school policies show mentoring and coaching programs for principal leaders, but no defined plan for mentoring, coaching, and induction consistent with the system's values and beliefs about teaching and learning for other staff new to the school.

Indicator	Opportunity for Improvement
3.8	Design, implement, and evaluate the effectiveness of programs that engage families in their children's education and keep them informed of their children's learning progress.
Rationale	

Stakeholder Survey Data

- Stakeholder survey data does not suggest that the school or district has established meaningful ways for families to engage with the school or to keep them informed of learning progress.
 - 51% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in the school activities and my learning."
 - 47% of students agree or strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
 - 35% of staff agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

- 2013 TELL Kentucky survey results revealed the following:

Agreed with the statements below	% of BSHS Teachers	Compared to	% of FCPS Teachers
Parents/guardians know what is going on in this school.	50%		81.9%
This school maintains clear, two-way communication with the community.	56.6%		85.6%
Parents/guardians support teachers, contributing to their success with students.	39.8%		70.4%
Community members support teachers, contributing to their success with students.	47.1%		78.1%
The community we serve is supportive of this school.	41.3%		81.2%

Stakeholder Interviews

- District leaders indicated home visits, the Black Educational Summit, and Bryan Station High School's Superior Customer Service School status as initiatives in place to involve families in their child's education.

Documents and Artifacts

- Review of documents support the information received in the interviews. Although documentation supports that parental involvement plans, activities, time frames, and evaluation processes are in place for parents at Bryan Station High School, parental participation is not representative of the diverse population of the school.

Indicator	Opportunity for Improvement
3.10	Implement policies, processes, and procedures whereby all teachers use common grading and reporting methods based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
Rationale	

Stakeholder Survey Data

- 46.81% of students strongly agree or agree with the statement, "All of my teachers keep my family informed of my academic progress."
- 57.45% of students strongly agree or agree with the statement, "All of my teachers fairly grade and evaluate my work."
- 43.45% of parents strongly agree or agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded," suggesting that less than half of the parents are regularly informed of their child's progress, which is a discrepancy from the student survey

data.

- 59.83% of parents strongly agree or agree with the statement, “All of my child’s teachers report on my child’s progress in easy to understand language.”

Classroom Observation Data

- The Progress Monitoring Environment received an overall rating of 2.2 on a 4 point scale.
- The ELEOT results from classroom environment observations completed by the Diagnostic Review Team for Bryan Station High School suggest that teachers are frequently missing opportunities to actively engage students in evaluating their own progress toward learning targets and make ongoing revisions to their work until mastery is demonstrated. In many classrooms there was limited evidence that students understood how their work was assessed. This indicator was rated 2.0 on a 4 point scale and was evident/very evident in only 31% of classrooms.
- Likewise, there was inconsistent evidence of students being asked and/or quizzed about individual progress, responding to teacher feedback to improve understanding, or demonstrating or verbalizing understanding of the lesson or content, all of which were rated 2.2 on a 4 point scale.
- Observers witnessed relatively few opportunities for students to revise/improve their work based on feedback, which was rated 2.2 on a 4 point scale. Student revision of work was evident/very evident in only 40% of classrooms.

Stakeholder Interviews

- In interviews, stakeholders could not explain a fully developed, systemic grading policy with clearly defined criteria that represents the attainment of content knowledge and skills and is consistent across grade levels. Schools can apply for waivers to implement standards-based grading, but no documentation was provided for Bryan Station High School as to the implementation of standards-based grading in their classrooms.
- In district interviews, the district staff was unaware of any inconsistencies of grading across the same courses at Bryan Station High School.
- Some teachers expressed an interest in implementing standards-based grading in their classrooms.

Indicator	Opportunity for Improvement
3.11	Develop and implement a rigorous and continuous program of professional learning that is aligned with the system's purpose and is individualized based on a needs assessment of the school and individual. The program should be systematically evaluated for effectiveness in improving instruction and student achievement.
Rationale	

Stakeholder Survey Data

- 2013 TELL Kentucky survey data does not suggest that a rigorous, continuous professional learning program based on the individual needs of teachers exists.

Agreed with the statements below	% of BSHS Teachers	Compared to	% of FCPS Teachers
Teachers have sufficient training to fully utilize instructional technology.	56.2%		67.9%
Professional development is differentiated to meet the needs of individual teachers.	49.6%		59.1%
In this school, follow up is provided from professional development.	43.9%		60.8%
Professional development is evaluated and results are communicated to teachers.	36.3%		53.8%

- In AdvancED surveys, 76.47% of staff strongly agree or agree that all teachers in the school participate in continuous professional learning based on identified needs of the school.

Classroom Observation Data

- As detailed previously in this report, Bryan Station High School classroom observation data indicates the need to develop a professional learning program to address individual needs of teachers.

Stakeholder Interviews

- In interviews, staff indicated professional learning communities are in place. However, no specific guidelines have been established. As a district, professional learning communities have been established (i.e., student achievement, student engagement, staff engagement, family engagement, community engagement), but only a few meetings occurred early in the school year. Currently, no goals have been written for the district professional learning communities as evidenced through the draft FCPS Strategic Plan 2013-2017.
- District interviews revealed that professional learning community work has not been fully monitored and evaluated for effectiveness.

- District and school stakeholder interviews revealed no planned meetings between the assigned district director and the school leadership or a timeline for the duration of the 2013-14 school year outlining specific areas of support and/or collaboration.

Documents and Artifacts

- Documentation lists multiple opportunities for professional development, but no process or protocol for ensuring that professional development and continuous efforts are evaluated by district staff. There are some initiatives that are in the beginning stages of addressing continuous improvement efforts.
- Interviews and documentation consistently reveal that there is limited support to the priority school from the district other than the allocation of four additional teaching positions.

Indicator	Opportunity for Improvement
3.12	Develop and implement a process by which system and school personnel systematically and continuously use data to identify unique learning needs of all students.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data suggests that effective processes for identifying and addressing unique learning needs of students at all levels of proficiency including students with Limited English Proficiency (LEP) and students with disabilities is not highly effective. The decline in growth (students making typical or higher growth as compared to their academic peers across the state) that occurred between 2012 and 2013 is of particular concern and may suggest that unique learning needs are not being identified or addressed.
- According to the School Report Card, only 12.5% of LEP students were Proficient or Distinguished on the state reading assessment. 15.2% of students with disabilities with an IEP scored Proficient or Distinguished in 2013, compared to 50% of all students.
- According to the School Report Card, 10% of LEP students were Proficient or Distinguished on the state math assessment. No students with disabilities with an IEP scored Proficient or Distinguished in 2013, compared to 28.3% of all students.
- Student performance data for 2012 and 2013 indicates the percentage of students making typical growth in reading decreased by 1.3%. In 2013, 56.7% of students made typical growth in reading, which is 5.3% below the district average and 0.2% below the state average.
- Student performance data for 2012 and 2013 indicates the percent of students making typical growth in mathematics decreased by 0.3%. In 2013, 55.6% of students made typical growth in mathematics, which is 8% below the district average and 1.7% below the state average.

Classroom Observation Data

- According to the ELEOT results from the Diagnostic Review Team for Bryan Station High School, the Supportive Learning Environment received a rating of 2.4 on a 4 point scale. The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” received a rating of 1.9, indicating that there is minimal individualized instruction based on assessment of students learning needs.
- The Equitable Learning Environment received an overall rating of 2.1 on a 4 point scale. The indicator, “Has differentiated learning opportunities and activities that meet her/his needs” received a rating of 1.7.
- According to the Diagnostic Review Team for Bryan Station High School, classroom environment observations suggest that students are seldom provided individualized learning support services that are related to learning styles, multiple intelligences, or personality type indicators.
- According to the Diagnostic Review Team for Bryan Station High School, classroom environment observations reveal that delivery in co-taught classrooms consists mostly of one teacher instructing while the other observes. Teachers report common planning between regular and special education teachers, but during observations teachers did not demonstrate varied models of co-teaching matching the content and instructional outcome of the lesson.

Stakeholder Survey Data

- 31.38 % of staff were neutral, disagreed, or strongly disagreed with the statement, “In our school, related learning support services are provided for all students based on their needs.”

Stakeholder Interviews

- School staff interviews indicate some programs are in place to address special populations in the school. For example, Project 9 allows some special needs students to participate in advanced classes and still receive support, and the same is true of the PASS program for students in need of behavior interventions.
- School and KDE staff interviews reveal the use of data to identify students who need additional support to make benchmark for CCR, or who may benefit from math or reading intervention.
- Based on district staff interviews, there are no district-created assessments to gauge effectiveness of instruction and intervention efforts.
- Review of documentation and interviews did not reveal the existence of systematic processes to identify and address unique learning needs of students at all levels of proficiency.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	2.3

Indicator	Source of Evidence	Performance Level
4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • Artifacts and documents district policies and procedures • District Stakeholder Interviews • ER Staff Interviews • 2012 KDE Leadership Assessment • 2012 and 2013 District Report Cards • 2012 and 2013 priority School Report Cards 	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Stakeholder survey data² Superintendent's presentation District Stakeholder interviews ER Staff Interviews Student performance data Fayette Co Strategic Plan 	3
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Stakeholder survey data² Building inspection documentation On-site visit to BSHS 	2
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Superintendent's presentation Leadership addendum District Staff Interviews 	2
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Stakeholder survey data² Technology Staff Interviews ER Staff Interviews 	2
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Stakeholder survey data² Technology Staff Interviews ER Staff Interviews 	2
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Stakeholder survey data² District Staff Interviews ERS Interviews 	2

Indicator		Source of Evidence	Performance Level
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> Executive Summary 2011 Self-Assessment¹ Stakeholder survey data² District Staff Interviews 	2

Indicator	Opportunity for Improvement
4.3	Implement a plan to evaluate system effectiveness at the priority school in ensuring safety and the consistent application of student discipline/behavior policies and protocols. Use the results of this evaluation to make program changes that will result in a safe and highly productive climate for learning.
Rationale	

Student Performance Data

- While discipline data indicates that suspensions and referrals have been reduced and stakeholder interviews suggest that the overall school climate has markedly improved in the last two years, student performance data (as detailed elsewhere in this report) does not suggest that school and system leaders have 1) developed and effectively communicated definitions and expectations for student conduct at the priority school, and 2) developed procedures for holding all personnel as well as students accountable for maintaining these expectations.

Classroom Observation Data

- Classroom observation data revealed that some staff members do not hold students accountable for school wide behavior expectations.
- Instances in which students spoke and interacted respectfully with teachers and peers were evident/very evident in only 53% of classrooms.
- Instances in which students were observed following classroom rules and working well with others were evident/very evident in 53% of classrooms.
- The Bryan Station High School Diagnostic Review team found that:

..... classroom observations suggest that many teachers tolerate ongoing, low-level, off-task student behaviors that are disruptive to the learning environment. In some cases, student behaviors were disrespectful and severe. Observations of commons areas indicated a significant amount of student traffic in hallways during class periods. Teacher and administrator interviews confirmed that some teachers do not regularly appear for their assigned supervisory and hall-sweep duties. Observations revealed a high number of disruptions to instructional time by way of phone calls to the classroom, visitors at the door, and student requests to leave the room.

Stakeholder Survey Data

Stakeholder survey data does not suggest that the school and system leaders have been successful in establishing a highly productive school climate for learning and work at the school.

- 32.61% of students agree or strongly agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning,” indicating that nearly two-thirds of students could not confirm that the building and grounds met these conditions.
- Only 16.07% of students agree or strongly agree with the statement, “In my school, students respect the property of others.” Nearly half of the students disagreed or strongly disagreed with this statement.
- 26.73% of students indicated that they agree or strongly agree with the statement, “In my school, all students are treated with respect.”
- 13.82% of students indicated that they agree or strongly agree with the statement, “In my school, students treat adults with respect,” suggesting that the majority of students do not agree that adults are treated with respect at the school.
- 59.83% of parents indicated that they agree or strongly agree with the statement, “Our school provides a safe learning environment.”
- 2013 TELL Kentucky survey data revealed that teachers (55.9% BSHS/88.5% FCPS) agree with the statement, “The faculty work in a school environment that is safe,” suggesting that slightly more than half of the faculty cannot confirm that the school is a safe environment.

Stakeholder Interviews

- District staff indicated that currently no one evaluates programs and that the creation of a 2013–2017 District Strategic Plan has started.

Documents and Artifacts

- Building inspection documentation indicates that only two of six building inspection reports have been submitted.
- School documentation indicates a 49% decrease in discipline referrals and a 36% decrease in suspensions between the 2012-13 school year and the first 7 months of 2013-14.

Indicator	Opportunity for Improvement
4.4	Complete the creation of the District Strategic Plan and the District Strategic Financial Plan and include systems and metrics to monitor and evaluate those plans.
Rationale	

Stakeholder Interviews

- District staff indicated that the district does adjust for equitable support of schools via school proposals for innovation. The creation of a district strategic plan is in its early stages. A Strategic Financial Plan is to be in place by 2015 that measures return on investment. Tools for the creation of this plan include the results of a data initiative and protocols from the Spending Money Smartly Initiative. District staff indicated that currently no one evaluates programs.

Documents and Artifacts

- The FCPS Strategic Plan 2013–2017 is in draft status.
- Review of the Executive Summary revealed that the district’s three focused initiatives are Spending Money Smartly, K12 Insight, and the Strategic Data Project.

Indicator	Opportunity for Improvement
4.5	Create and implement a system to evaluate the effectiveness of information resources and related personnel to support the educational programs.
Rationale	

Stakeholder Survey Data

- According to AdvancED surveys, 59% of staff strongly agree or agree that the school “provides instructional time and resources to support the school’s goals and priorities.” 16% of staff were neutral and 25% disagreed or strongly disagreed with this statement.
- 52% of staff strongly agree or agree that the school “provides sufficient material resources to meet student needs.” 19% of staff were neutral and 30% disagreed or strongly disagreed with this statement.
- 64% of staff strongly agree or agree that the school “provides a variety of information resources to support student learning.” 22% of staff were neutral and 14% disagreed or strongly disagreed with this statement.
- 2013 TELL Kentucky survey data revealed that teachers (56.2% BSHS/67.9% FCPS) agree with the statement, “Teachers have sufficient training to fully utilize instructional technology.”

Stakeholder Interviews

- District staff indicated that currently no one evaluates programs, the creation of a District Strategic Plan has started, and that a strategic Financial Plan is to be in place by 2015. Educational Recovery staff indicated that many information technology devices at BSHS were obsolete or broken. The school purchased a lab of computers with school funds to partially address this deficit. District staff indicated that discretionary funds were allotted to the priority school to purchase tablets for the IT Academy students, who comprise 7.7% of the students.

Documents and Artifacts

- No documentation of an evaluation system for information services was provided. The district technology plan primarily evaluates the age of technology equipment to inform a replacement schedule. Technology reports indicate that 24% of teachers are not proficient with technology.

Indicator	Opportunity for Improvement
4.6	Conduct a needs assessment of technology resources to identify and supply technology tools to increase student access to digital information sources for learning.
Rationale	

Classroom Observation Data

- Classroom observation data does not suggest students are using technology for learning on a regular basis.
 - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in 20% of classrooms.
 - Instances in which students used digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 12% of classrooms.
 - Instances in which students used digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 8% of classrooms.

Stakeholder Survey Data

- According to AdvancED surveys, 49% of staff strongly agree or agree that the school “provides a plan for the acquisition and support of technology to support student learning.” 30% were neutral and 21% disagreed or strongly disagree with the statement.
- 20132 TELL Kentucky survey data revealed that teachers (64.8% BSHS/80.3% FCPS) agree with the statement, “Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.”

Stakeholder Interviews

- Educational Recovery staff indicated that many information technology devices at BSHS were obsolete or broken. The school purchased a lab of computers with school funds to partially address this deficit. District staff indicated that discretionary funds were allotted to the priority school to

purchase tablets for the IT Academy students, who comprise 7.7% of the student population. Interviews with Educational Recovery and district staff indicate that some classrooms have projectors and interactive boards and many have document cameras.

Documents and Artifacts

- The district prepares a technology plan for the Kentucky Department of Education. District staff indicated there was not an operating technology plan, but a FCPS Technology Plan for 2013-15 was created in January 2013 and is included in district documentation. This plan lists as a strategy that Innovation Schools were to be infused with technology available to all students. Budget documents confirmed that the priority school received \$39,000 in district funding for technology which was used to purchase iPads for the IT Academy, which comprises only 7.7% of the student population.

Indicator	Opportunity for Improvement
4.7/4.8	Establish policies and practices that will ensure the development of measures of effectiveness for student support and guidance services at the priority school. Further ensure that improvement plans for these programs and services are designed, implemented and evaluated to more effectively meet the needs of all students.
Rationale	

Stakeholder Survey Data

Stakeholder survey data is somewhat mixed in regard to the effectiveness of student support services, suggesting that services and programs are not being implemented with consistency.

- According to AdvancED surveys, 54% of parents strongly agree or agree that the school “provides excellent support services.” 25% were neutral, and 20% disagreed or strongly disagree with this statement.
- 67% of BSHS staff strongly agree or agree that the school “provides high quality student support services,” 25% were neutral, and 3% disagreed or strongly disagree with this statement.
- 71% of BSHS students strongly agree or agree that they have access to counseling, career planning, and other programs. 31% were neutral and 18% disagreed or strongly disagreed with this statement.

Stakeholder Interviews

- Interviews with district and Educational Recovery staff indicated that guidance services focus mainly on 9th grade transition issues and scheduling. The school has a combination Family Resource Center and Youth Service Center. The school has two social workers.

Documents and Artifacts

- The District Diagnostic Review 2011 Self-Assessment states, “The development of a process for evaluating the effectiveness of student support systems would help accelerate progress toward elimination of gaps in achievement or behavior and reduce referrals for special services. The

district provides counseling, assessment, referral, educational and career planning opportunities for all, but there is no true mechanism for ensuring that students don't fall through the cracks." In the 2011 Self-Assessment, the district rated itself at a 2 for indicator 4.7 and at a 1 for indicator 4.8. An updated 2013 Diagnostic Review Self-Assessment was not conducted by the district, so the team could not gauge a comparison between the statement from 2011 and the current reality in the district.

- Interviews and artifacts did not reveal that the school or district have established measures of program effectiveness for student support services or that ongoing improvement in these services is occurring based on these measures.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	1.8

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • review • KDE Needs Assessment • District Administrator Interviews • School Administrator Interviews • District Dashboard • Infinite Campus Data Reports (i.e. CCR, gap, EOC) • Strategic Data Project (SDP) • Superintendent's Presentation • School Common Assessments • 2012 KDE Leadership Assessment • 2012 and 2013 District and School Report Cards • CDIP and CSIP 	1

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • KDE Needs Assessment • District Administrator Interviews • School Administrator Interviews • District Dashboard • Infinite Campus Data Reports (i.e. CCR, gap, EOC) • District Developed Data Analysis Protocols • School Common Assessments • Strategic Data Project (SDP) • Superintendent's Presentation • CDIP and CSIP 	2
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • KDE Needs Assessment • District Administrator Interviews • School Administrator Interviews • District Developed Data Analysis Protocols • CIITS Lead Monthly Meetings • CDIP and CSIP 	2

Indicator		Source of Evidence	Performance Level
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">• Executive Summary• 2011 Self-Assessment¹• Stakeholder survey data²• KDE Needs Assessment• District Administrator Interviews• School Administrator Interviews• Infinite Campus Data Reports (i.e. CCR, gap, EOC)• Strategic Data Project (SDP)• Superintendent's Presentation• CDIP and CSIP	2

Indicator		Source of Evidence	Performance Level
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Executive Summary • 2011 Self-Assessment¹ • Stakeholder survey data² • KDE Needs Assessment • District Administrator Interviews • School Administrator Interviews • District Dashboard • Infinite Campus Data Reports (i.e. CCR, gap, EOC) • District Developed Data Analysis Protocols • School Common Assessments • Strategic Data Project (SDP) • Superintendent's Presentation • 2012 KDE Leadership Assessment • 2012 and 2013 District and School Report Cards • CDIP and CSIP • Samples of communication templates on test results • Equity scorecard 	2

Indicator	Opportunity for Improvement
5.3	Further refine and monitor the effectiveness of training for all instructional staff in the interpretation and use of data.
Rationale	

Stakeholder Survey Data

Stakeholder survey data, which is very mixed, does not suggest that school or system leaders have been effective in ensuring that all staff are well trained in the interpretation and use of data.

- 66.32% of staff strongly agree or agree with the statement, “Our school has a systemic process for collecting, analyzing, and using data.” 18% were neutral and 16% disagreed or strongly disagreed with this statement.
- 57.9% of staff strongly agree or agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.” 17% were neutral and 25% disagreed or strongly disagreed with this statement.
- 48% of staff strongly agree or agree with the statement “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
- 48% of staff strongly agree or agree with the statement “All teachers in our school use multiple assessments to modify instruction and to revise the curriculum.”
- 2013 TELL Kentucky survey data revealed that teachers (81% BSHS/90% FCPS) agree with the statement, “Teachers use assessment data to inform their instruction.”
- 2013 TELL Kentucky survey data showed that teachers (79% BSHS/91% FCPS) agree with the statement, “The school leadership facilitates using data to improve student learning.”
- 35% of students indicate that they strongly agree or agree with the statement “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews

- District administrators reported providing some district level training in data analysis (i.e. principal cadres, CIITS lead monthly meetings, program review lead meetings).
- School administrators stated that the Educational Recovery staff provided additional data analysis sessions.
- District administrators reported receiving professional development in data analysis through their involvement in the Strategic Data Project.

Documents and Artifacts

- Review of the district professional development menu list reflects few professional development opportunities in the areas of interpretation and use of data.
- Review of district assessment materials revealed some training materials (i.e. principal cadre data analysis, CIITS Lead meeting agendas).
- Review of CDIP indicates strategies are included that focus on providing professional development on using data to design and implement interventions.
- Review of the KDE Needs Assessment reveals that the district is in the beginning stages of involvement with the Strategic Data Project, which will lead to a systemic way of evaluating and measuring effectiveness of programs.

Indicator	Opportunity for Improvement
5.4	Establish policies and procedures that clearly define a process for collecting and analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
	Rationale

Student Performance Data

- While some improvement has occurred at the school in the last two years, student performance data suggests that the extent to which all students are ready for success at the next level, including College and Career Readiness, is limited.
 - Bryan Station High School student performance data for 2012 and 2013 indicates a 4% increase in the overall College and Career Readiness (CCR) score. The school's 2013 CCR percentage is 40.7%, which is 21.6% below the district average and 20.1% below the state average.
 - Student performance data for 2012 and 2013 indicates that the percentage of students making typical growth in reading decreased by 1.3%. In 2013, 56.7% of students made typical growth in reading, which is 5.3% below the district and 0.2% below the state average.
 - Student performance data for 2012 and 2013 indicates that the percent of students making typical growth in mathematics decreased by 0.3%. In 2013, 55.6% made typical growth in mathematics. which is 8% below the district and 1.7% below the state.
 - The percentage of students performing at the Novice and Apprentice levels on 2013 K-PREP assessments is above state and district averages (except in English II) per the chart below and the percentage of students performing at Proficient and Distinguished levels is below state and district averages.

	2013 Bryan Station % Novice and Apprentice	2013 Fayette Co % Novice and Apprentice	2013 Kentucky % Novice & Apprentice	2013 Bryan Station % Proficient & Distinguished	2013 Fayette County % Proficient & Distinguished	2013 Kentucky % Proficient & Distinguished
English II	48.3	35.3	44.2	51.5	64.6	55.8
Algebra II	68.6	53.9	64.0	31.5	46.1	36.0
Biology	75.5	54.9	63.7	24.5	45.1	36.3
U.S. History	54.9	43.1	48.7	45.0	56.9	51.3

Stakeholder Survey Data

Stakeholders have mixed perceptions in regard to the school's capacity to prepare students for the next level.

- 64.25% of students indicated that they strongly agree or agree with the statement, "My school prepares me for success in the next school year." 33% of students were neutral and 11% disagreed or strongly disagreed with this statement.
- 64.1% of parents strongly agree or agree with the statement, "My child is prepared for success in the next school year." 23% were neutral and 13% disagreed or strongly disagreed with this statement.
- 74.74% of staff strongly agree or agree with the statement, "Our school uses data to monitor student readiness and success at the next level."

Stakeholder Interviews

- District administrators reported providing district-generated reports through Infinite Campus that support the monitoring of student performance (i.e. gap, CCR, EOC reports) and readiness for the next level.

Documents and Artifacts

- Review of CDIP indicates strategies are included that focus on monitoring college readiness, including creation of a CCR Taskforce to analyze EPAS data and determine ways to support schools in improving intervention strategies. However, no documentation was provided on the implementation of this taskforce.
- Review of district assessment materials revealed some district-generated reports in Infinite Campus for schools to monitor student academic progress (i.e. gap, CCR, and EOC reports).
- Other than documented efforts on the part of the Educational Recovery Staff at the priority school to monitor CCR, other artifacts and interviews did not reveal the existence of documented systematic processes to evaluate results of continuous improvement planning initiatives and the

extent to which they had favorably impacted student performance, including readiness for success at the next level.

Indicator	Opportunity for Improvement
5.5	Further refine existing processes to ensure system and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.
	Rationale

Stakeholder Survey Data

Survey data indicate that the staff is satisfied with the extent to which information about student learning is monitored and communicated by school leaders. Parent and student surveys, on the other hand, do not reflect high levels of satisfaction in regard to these practices.

- 47.1% of students strongly agree or agree with the statement, “My school shares information about school success with my family and community members.”
- 47.86% of parents strongly agree or agree with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals.” 35% of parents were neutral and 14% strongly disagreed or disagreed with this statement.
- 53.89% of parents strongly agree or agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.” 16.25% of parents were neutral and 29.06% strongly disagreed or disagreed with this statement.
- 78.95% of staff strongly agree or agree with the statement, “Our school leaders monitor data related to school continuous improvement goals.” 17% of staff were neutral.

Stakeholder Interviews

- District staff reported developing a district dashboard that contains information on the School Report Card data and is available to the public. Staff also indicated the addition of more student performance data in the future.
- District administrators stated that they reviewed and monitored program review data and other assessment results and conducted follow-up meetings with appropriate district staff to develop next steps.
- District administrators reported analyzing data at the district level, but it is unclear how this analysis is shared and used by school leadership varies across the district.

Documents and Artifacts

- Review of district evidence reveals that the district supports schools in communicating student achievement results to families and the general public (i.e. sample letters, emails, and Infinite Campus alerts).

- Review of Infinite Campus reports show that the district developed tools for schools to monitor student progress (i.e. gap, CCR, and EOC reports).
- Review of the district dashboard indicates that state accountability results are available on the district website.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

The Diagnostic Review for Fayette County Public Schools took place February 23–26, 2014 in Lexington, Kentucky.

The Diagnostic Review team met virtually on February 14, 2014, to review and discuss the institution's Diagnostic Review Report and determine points of inquiry for the on-site review. Team members arrived in the school system on February 23, 2014 and concluded their work on February 26, 2014.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations. The Fayette County Public Schools (FCPS) Diagnostic Review team spent time February 25 at Bryan Station High School.

The Co-Lead Evaluators (total of 4) of the Diagnostic Review teams for Fayette County Public Schools and Bryan Station High School held a conference call on February 7, 2014, to discuss the coordinated efforts of both teams while on-site in the district and at the school. The Co-Lead Evaluators of the Diagnostic Review team for Fayette County Public Schools (total of 2) held a conference call with the FCPS Chief Academic Officer and Director of Curriculum and Assessment to discuss the schedule pertaining to the visit. The district leaders were unclear as to the specific purpose of the Diagnostic Review team's upcoming visit. The Co-Lead Evaluators explained that the purpose of the Diagnostic Review was to determine if and how Fayette County Public Schools supported their priority school, Bryan Station High School.

Planning the Diagnostic Review visit schedule was a collaborative effort between the Co-Lead Evaluators and the district leadership. Initially, the Co-Lead Evaluator identified key district level stakeholders and all board members for the interviews that were slated for Monday and Tuesday, February 24–25. The Co-Lead Evaluators received input from the district regarding the Diagnostic Review schedule that presented conflicts on dates and times for specific interviewees pertaining to support for Bryan Station High School. The updated schedule included key district personnel who had a connection to Bryan Station High School. The schedule did not include all members of the Board of Education as initially listed by the Co-Lead Evaluators. Two board members were scheduled for an interview on Tuesday, February 25, but only one was interviewed. The second board member was ill.

One district level leader and one high school principal attended AdvancED – Kentucky Department of Education training on October 15, 2014, to learn about the expectations, process, and preparations for Diagnostic Reviews that impact priority schools and districts with priority schools. However, the

Diagnostic Review team determined the Diagnostic Review process at the district level was not implemented with fidelity as evidenced by the following:

- The Self-Assessment from 2011 was used as the most recent document for the internal review. This indicates that a current Self-Assessment was not conducted in a collaborative manner in preparation for the 2014 Diagnostic Review. The Diagnostic Review team relied on the district's analysis, self-ratings of the standards and indicators, etc., from the 2011 Internal Review process.
- The evidence folders housed in Drop Box were created and submitted by the district to AdvancED Kentucky in a timely manner, but most of the electronic folders did not provide appropriate and/or relevant documentation for the review of evidence to support meeting the Standard Indicators.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	3
Advisory Council Members	0
Teachers and Support Personnel	2
Parents and Community Members	0
Students	0
District Leaders	4
District Staff	17
District Board Members	1
Other (ERL/ERS)*	3
TOTAL	30

*includes Educational Recovery Staff

The Diagnostic Review team for Bryan Station High School conducted classroom observations in 93 classrooms, using the Effective Learning Environment Observation Tool (ELEOT). Two team members from the Diagnostic Review team for Fayette County Public Schools also provided support by observing in some classrooms on Tuesday, February 25, 2014.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

The expectation of the Diagnostic Review for the district was to complete a Self-Assessment as it pertains to meeting the Standard Indicators based on the support the district provided for its priority school, Bryan Station High School. The district submitted its 2011 Self-Assessment rather than compiling a Self-Assessment reflective of its actions since the previous Diagnostic Review.

The Diagnostic Review Team assessed the Standards and Indicators and Evaluative Criteria using the AdvancED performance level ratings. The Standard Indicators averages ranged from performance level 4 (being the highest) to performance level 1 (being the lowest). The overall Standard ratings were as

follows:

Standard 1, Purpose and Direction – 1.7

Standard 2, Governance and Leadership – 2.3

Standard 3, Teaching and Assessing for Learning - 1.75

Standard 4, Resources and Support Systems – 1.75

Standard 5, Using Results for Continuous Improvement – 1.8

There were a total of 28 Opportunities for Improvement and 7 Improvement Priorities.

Fayette County Public Schools has set a course to progress from “An Excellent School System” to “A System of Excellence.” District leadership has initiated processes around the strategic planning efforts so as to guide system coherency in decisions/actions, goal setting, data-informed decision-making, and collaborative problem-solving. The district’s involvement with the Strategic Data Project, the Vision PLCs, Spending Money Smartly, the Teaching and Learning Team delivery chain, and the Academic Return on Investment continues to move forward, but has not made an impact on the priority school. The district’s 2013-2017 Strategic Plan is in draft status. Goal statements in the draft strategic plan have not been determined, which is also indicates that no specific goal statement pertaining to the district’s only priority school has been developed at this time. The absence of this goal statement reflects a lack of urgency by the district as to the intense support beyond the standard formula-driven provisions for schools in general that is needed for their priority school. The district’s CDIP articulates eight goals within the plan. Most of the activities stated in the plan are for “All Schools.” Goal 1, Strategy 8, states, “The district will research effective Principal Supervisor models and identify those structures and practices that are most likely to result in stronger school leaders and higher student achievement, including differentiated support for turnaround (priority) and focus school principals.” One of the activities within this strategy states that the district will, “Assign a director to lead a cadre of turnaround schools, coordinate teams to provide individualized and customized support for both turnaround schools and schools identified as Focus Schools, and bring recommendations to the board regarding systematic next steps for improvement.” Interviewees consistently revealed that the previous director assigned to Bryan Station was consistent in attending meetings, engaged in ongoing collaborative efforts, etc. However, the current director assigned to the school has not continued the practice of attending meetings regularly, collaborating with school leaders, and engaging in specific actions to support improvement.

The governing body operates within its policies and depends on district leadership and school administration to operationalize those policies. The district’s organizational chart represents newly reorganized district level staff, yet some district leadership staff indicated that current job roles are unclear. A staff member indicated, “I basically do what I think schools need.” Staff interviews revealed the need for the development of a process to improve effective operation of the system and the schools. Surveys revealed that three-fourths of staff stakeholders believe the school councils and the Board of Education follow the laws and regulation. Parent survey results for Bryan Station High School should be closely analyzed by the school and district as only 46.97% expressed their agreement that the school’s governing body operated responsibly and functioned effectively. The Diagnostic Review Team also noted that the Bryan Station High School SBDM Council parent representatives largely reflect the students enrolled in the Spanish Immersion program, indicating the need for concerted efforts by district and school leaders to encourage participation from parents of all students.

Another common theme within Standard 2 centered on teacher and classroom evaluations. District

leaders discontinued walkthroughs as they were thought to be negative by school staff. Coach-throughs focused on Kagan strategies were implemented at Bryan Station High School to provide instructional support in a more positive manner. Interviews and the CDIP indicate that the training, implementation, and support of the Teacher Professional Growth and Effectiveness System (TPGES) are in the initial stages.

Interviews, documentation, and review of data indicate that the extent to which curriculum and instruction are effectively evaluated, supervised, monitored, and supported by the district is very limited. Only 48% of staff indicated that they agree or strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning," suggesting that over half the staff cannot confirm the consistent use of supervisory feedback across the school. During interviews, district staff stated that high school curriculum is determined by the school and its SBDM council. 2013 TELL Kentucky survey results from the teachers at Bryan Station High School were much lower than overall results of the teachers in FCPS. This survey revealed that teachers experienced challenges with unnecessary interruptions, an abundance of paperwork, student behavioral issues, maximizing instructional minutes, other duties that interfered with instruction, leadership support, shared vision, differentiated professional development, and technology utilization. According to the TELL survey, 80.9% of teachers in FCPS agree with the statement, "Overall, my school is a good place to work and learn," while only 56.8% of teachers at BSHS agreed with the same statement.

Regarding support of best practices for instruction, walkthroughs have not occurred at Bryan Station High School since October 2012 and a formal process for monitoring is not in place. District staff and school leaders discussed that walkthroughs "hurt" culture in the past, so the practice was discontinued. Coach-Through visits replaced the walkthrough instrument this school year. However, the focus is only on Kagan strategies. Documentation revealed that professional development focusing on the use of Kagan's cooperative learning strategies has been the primary professional development for the 2013-14 school year. The 2013 TELL Kentucky survey revealed that 57% of teachers at BSHS agreed with the statement, "Teachers receive feedback that can help them improve teaching," while 79% of teachers in FCPS are in agreement with the same statement. ELEOT scores ranged from 1.5 to 2.5 on a 4 point scale, indicating the need for instructional support beyond the current Coach-Throughs. Other means for monitoring and supervising the quality and effectiveness of the instructional program beyond direct classroom observation, such as review of unit/lesson plans and the analysis of the Coach Throughs, etc. are not apparent.

As a district, FCPS has established professional learning communities centered on the vision (i.e., student achievement, student engagement, staff engagement, family engagement, community engagement). However, only a few meetings occurred early in the school year. Currently, no goals have been written for the district professional learning communities, as evidenced through the draft FCPS 2013-2017 Strategic Plan. In interviews, staff indicated professional learning communities occur throughout the district, but no specific guidelines have been established. District staff revealed there was a planned schedule prior to the 2013-14 school year for meetings to discuss the priority needs of Bryan Station High School on a monthly basis, but interviews with both district and school level staff reveal this practice did not continue into the current school year.

The FCPS 2013-2017 District Strategic Plan is under development, as are some key projects such as the Strategic Data Project, Spending Money Smartly, and Academic Return on Investments. District staff indicated that FCPS does adjust equitable support of schools via school proposals for innovation.

Evidence supporting Bryan Station High School as a school of innovation was limited to the IT Academy and Spanish Immersion Programs. Although the school received discretionary funds from the district, those funds were used to purchase tablets for the IT Academy, which comprises only 7.7% of the students.

A Strategic Financial Plan that measures return on investment is to be in place by 2015. Tools for the creation of this plan include the results of a data initiative and protocols from the Spending Money Smartly Initiative. The district allocated Bryan Station High School the equivalent of four extra staff positions due to its priority status. These positions included a data coach, math and reading interventionists, and a behavior coach. District staff indicated that BSHS is allocated \$750,000 in Title I funds. Documentation of teacher positions, other than those funded by the General Fund, indicates that Title I funds three teacher positions.

The district has initiated plans for program evaluation, but implementation will not begin until July 1, 2014, as stated in the district's leadership assessment response. The purpose of the Strategic Data, Research, and Planning Team is to provide district and school guidance and support of program evaluation.

District leadership has implemented the reorganization of district level leadership as evidenced by the organizational chart and through district leadership interviews. Directors of School Improvement and Innovation are a direct connection between the focus/priority schools and the FCPS district office. School interviews indicated that the current director for BSHS is very infrequently in the school to clarify expectations, provide or coordinate support, or monitor/supervise to ensure quality. While the support provided to the school through the ER Staff is clearly in evidence, support (or the coordination of support from other district staff) provided by the director is not apparent.

Student conduct, discipline, and safety concerns at the priority school were revealed through stakeholder surveys and classroom observations. Only 32.61% of students indicated that they believe their school is safe, while 60% of parents and 63% of staff believed the school was safe. The 2013 Tell Kentucky survey revealed that while 88.5% of FCPS teachers believed their schools were safe, only 55.9% of BSHS teachers believed the same. There is no evidence that the district has responded to the safety concerns expressed by teachers in the TELL survey or by students in the AdvancEd survey.

Data analysis training has been provided to the principal cadre and CIITS lead. Although TELL survey results indicates 78.7% agreement that school leadership facilitates the use of data and teachers use assessment data to inform instruction, AdvancED survey results regarding training in the evaluation, interpretation, and use of data by teachers were lower. The district generates reports for gap, CCR, and EOC through Infinite Campus to support student progress monitoring. Review of district assessment materials revealed the absence of district-developed common assessments. According to the CDIP, plans are in place that include strategies that focus on the development of district-wide interim benchmark assessments, although the current focus is on elementary and middle schools. The district's assessment system should be evaluated for effectiveness in improving instruction.

Currently, the district does not have an active system in place to evaluate the effectiveness of their programs, although they have started work in this area as part of the Strategic Data Project and Spending Money Smartly initiatives. The Guiding Principles for Program Evaluation were reviewed by the Diagnostic Review team, but no evidence was presented to show that current processes are in place to evaluate programs. The district has implemented a dashboard on their website to communicate state

accountability results, with future plans to add additional data.

Report on Learning Environment:

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

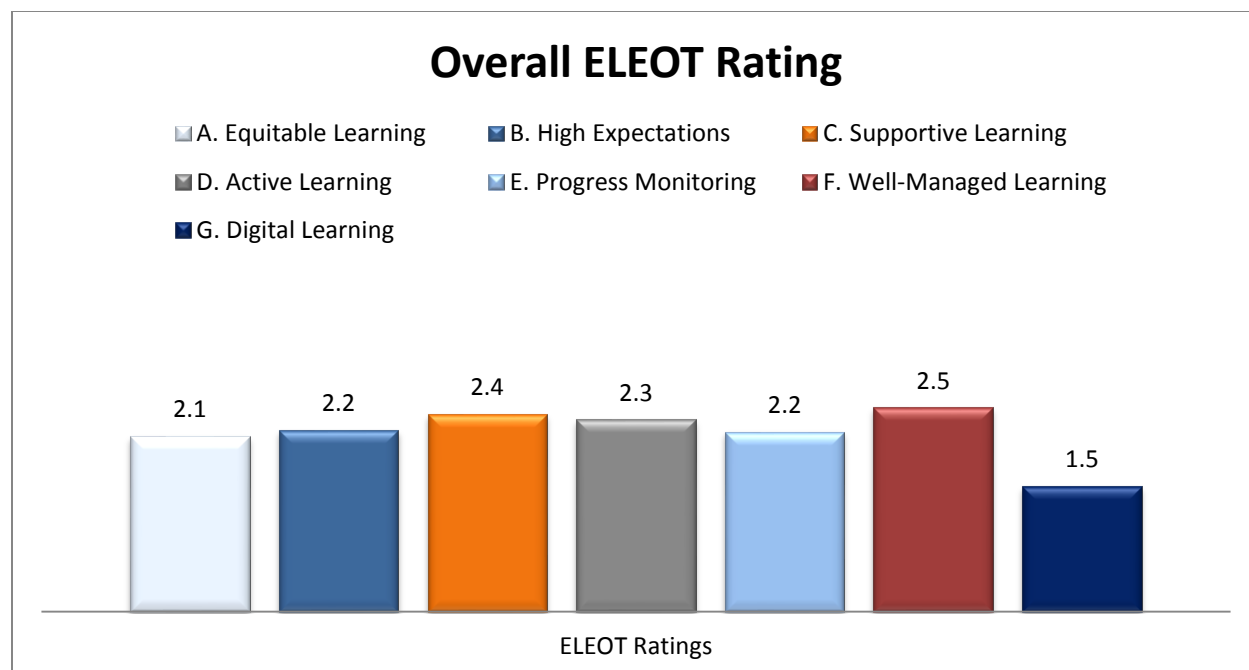
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. The Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 93 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc. While the majority of the observers were from the Diagnostic Review Team for Bryan Station High School, two team members from the Diagnostic Review Team for FCPS also observed in some classrooms.

According to the ELEOT results from the Diagnostic Review Team for Bryan Station High School, the following environments were rated accordingly on a 4 point rating scale: Equitable Learning Environment – 2.1; High Expectations Learning Environment - 2.2; Active Learning Environment - 2.3; Supportive Learning Environment - 2.4; Progress Monitoring Learning Environment – 2.2; Well-Managed Learning Environment – 2.5; Digital Learning Environment – 1.5. These results suggest that students are routinely tasked with low-level, unengaging lessons, that there is minimal differentiation for individual student needs, that challenges exist regarding well-managed learning environments, and that students have limited opportunities to use technology to support their learning.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.7	Has differentiated learning opportunities and activities that meet her/his needs	57%	23%	15%	5%
A.2	2.7	Has equal access to classroom discussions, activities, resources, technology, and support	7%	32%	49%	13%
A.3	2.5	Knows that rules and consequences are fair, clear, and consistently applied	11%	42%	35%	12%
A.4	1.6	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	63%	20%	14%	3%
Overall rating on a 4 point scale:		2.1				

Equitable Learning Environment Analysis

- Differentiation was evident or very evident in only 20 percent of classrooms. The majority of classrooms employed teacher-centered, whole group instruction as the primary delivery method.
- The extent to which students had equal access to classroom discussions, activities, resources technology, and support was evident or very evident in 62% of classrooms. In most classrooms students had the opportunity to ask questions and participate in discussions that occurred during direct instruction. This indicator was the highest-rated in the Equitable Learning Environment.
- While observations revealed that it was evident or very evident that students knew rules and consequences in 47% of classrooms, teachers were observed giving repeated reminders of behavioral expectations. Teachers were also frequently observed tolerating persistently disruptive off-task behaviors (sleeping, using electronic devices for non-instructional purposes, talking at inappropriate times, arguing with teacher, etc.) suggesting that procedures and expectations for behavior may not be well established in many classrooms.
- Opportunities for students to learn about their own and others' backgrounds/cultures/differences were evident or very evident in only 17% of classrooms.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.4	Knows and strives to meet the high expectations established by the teacher	16%	38%	38%	8%
B.2	2.5	Is tasked with activities and learning that are challenging but attainable	14%	33%	43%	10%
B.3	1.8	Is provided exemplars of high quality work	54%	16%	27%	2%
B.4	2.3	Is engaged in rigorous coursework, discussions, and/or tasks	17%	45%	30%	8%
B.5	2.0	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	32%	41%	21%	7%
Overall rating on a 4 point scale:		2.2				

High Expectations Learning Environment Analysis

- Classroom observations revealed mixed evidence that students knew and were striving to meet high expectations established by the teacher. This indicator was evident/very evident in 46% of classrooms. In some classrooms, students remained disengaged from the lesson the entire length of the observation. Most students were compliant to teacher requests to be seated, listen to instructions, take notes, etc. However, in some classes teachers issued repeated requests before the majority of students complied. Learning targets were posted in many classrooms, although teachers did not consistently draw specific attention to expected learning outcomes for the lesson.
- Students were tasked with activities and learning that were challenging but attainable in 53% of classrooms.
- Instances in which students were asked or responded to questions requiring higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in only 28% of classrooms.
- Students were provided with exemplars of high quality work in 29% of classrooms.
- It was evident/very evident that students were engaged in rigorous coursework and discussion in 38% of classrooms. In some classrooms, low-level bell-ringer activities occupied up to 20 minutes of class time. Most classrooms (included classes designated as “advanced”) were focused on delivering factual information via whole group, teacher-directed instruction. Most questions that teachers directed to students required the recall of information from a previous lesson or from printed material.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.5	Demonstrates or expresses that learning experiences are positive	12%	38%	38%	12%
C.2	2.5	Demonstrates positive attitude about the classroom and learning	13%	37%	38%	12%
C.3	2.5	Takes risks in learning (without fear of negative feedback)	15%	32%	45%	9%
C.4	2.6	Is provided support and assistance to understand content and accomplish tasks	15%	29%	40%	15%
C.5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	43%	33%	17%	7%
Overall rating on a 4 point scale:		2.4				

Supportive Learning Environment Analysis

- It was evident/very evident that students were provided additional or alternative instruction and feedback at the appropriate level of challenge for their needs in 24% of classrooms. Most lessons required all students to complete the same task in the same way.
- Students demonstrated or expressed that learning experiences were positive in 50% of classrooms. They also demonstrated a positive attitude about the classroom and learning in 50% of classrooms. It was evident/very evident that student were willing to take risks in learning (without fear of negative feedback) in 54% of classrooms.
- Instances in which students were provided support and assistance to understand and accomplish tasks were evident in 55% of classes.
- In co-taught classes, one teacher would often instruct the class while the other observed. Special educator teacher behaviors largely consisted of providing visual and verbal prompts and proximity control. There were limited occasions where special educators provided additional, alterative, individualized, structured instruction and feedback in academics or social skills. In numerous co-taught classes, the number of students with IEPs approached 50% of the class, thus increasing the need for supportive learning strategies.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.3	Has several opportunities to engage in discussions with teacher and other students	27%	25%	35%	13%
D.2	2.0	Makes connections from content to real-life experiences	49%	17%	20%	14%
D.3	2.6	Is actively engaged in the learning activities	10%	36%	38%	16%
Overall rating on a 4 point scale:		2.3				

Active Learning Environment Analysis

- It was evident/very evident that students made connections from content to real-life experiences in 34% of classrooms. There was evidence of real-world connections in less than half of all classes.
- Students had opportunities to engage in discussions with teachers and other students in 48% of classrooms.
- Students were actively engaged in learning activities in 54% of classrooms. However, in some classrooms students appeared to complete low-level tasks.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.2	Is asked and/or quizzed about individual progress/learning	26%	38%	27%	9%
E.2	2.2	Responds to teacher feedback to improve understanding	24%	35%	35%	7%
E.3	2.2	Demonstrates or verbalizes understanding of the lesson/content	23%	35%	39%	3%
E.4	2.0	Understands how her/his work is assessed	37%	32%	26%	5%
E.5	2.2	Has opportunities to revise/improve work based on feedback	34%	26%	30%	10%
Overall rating on a 4 point scale:			2.2			

Progress Monitoring Learning Environment Analysis

- Classroom observations suggest that teachers are frequently missing opportunities to actively engage students in evaluating their own progress toward learning targets with ongoing revisions to their work until mastery is demonstrated. It was evident/very evident that students understand how their work is assessed in 31% of classrooms.
- Students were asked and/or quizzed about individual progress in 36% of classrooms.
- It was evident/very evident that students responded to teacher feedback to improve understanding in 42% of classrooms. Students also demonstrated or verbalized understanding of lesson/content in 42% of classrooms.
- Student revision of work was evident/highly evident in only 40% of classes.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.6	Speaks and interacts respectfully with teacher(s) and peers	8%	39%	36%	17%
F.2	2.6	Follows classroom rules and works well with others	10%	37%	37%	16%
F.3	2.4	Transitions smoothly and efficiently to activities	24%	28%	33%	15%
F.4	2.0	Collaborates with other students during student-centered activities	43%	21%	27%	9%
F.5	2.7	Knows classroom routines, behavioral expectations and consequences	10%	30%	45%	15%
Overall rating on a 4 point scale:		2.5				

Well-Managed Learning Environment Analysis

- It was evident/very evident that students knew classroom routines, behavioral expectations, and consequences in 60% of classrooms. However, many students appeared to acknowledge classroom rules, but complied only after repeated teacher reminders, if at all.
- While there were isolated examples of well-managed, highly-engaging classrooms, many were characterized by persistently disruptive, off-task student behaviors, and in some case open defiance of established classroom rules and expectations. It was evident/very evident that students spoke and interacted respectfully with teachers and peers in 53% of classrooms. Students also followed classroom rules and worked well with others in 53% of classrooms.
- It was evident/very evident that students transitioned smoothly and effectively in 48% of classrooms. In some classrooms, significant instructional time was lost due to poor transitions.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	1.8	Uses digital tools/technology to gather, evaluate, and/or use information for learning	53%	27%	10%	10%
G.2	1.5	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	73%	15%	4%	8%
G.3	1.3	Uses digital tools/technology to communicate and work collaboratively for learning	84%	8%	3%	5%
Overall rating on a 4 point scale:			1.5			

Digital Learning Environment Analysis

- The Digital Learning Environment received the lowest rating of the seven environments.
- Instances of students using digital tools or technology to:
 - Communicate and work collaboratively for learning were evident/very evident in only 8% of classrooms.
 - Conduct research, solve problems, and/or create original works for learning were evident/very evident in only 12% of classrooms.
 - Gather, evaluate, and/or use information for learning were evident/very evident in only 20% of classrooms.
- Observations suggested that, with a few exceptions, technology was used almost exclusively for teacher presentations.

Improvement Priorities

Indicator	Improvement Priority
1.2	Create and implement policies that clearly establish expectations for individual schools to systematically engage in a process to review, revise and communicate a school purpose for student success. Ensure that these processes are inclusive of all stakeholder groups.
Rationale	

Student Performance Data

- As detailed previously, student performance data does not suggest that the district has clearly outlined expectations for student success at Bryan Station High School.

Classroom Observation Data

- The Bryan Station High School classroom observation data (ELEOT) does not suggest that clear expectations for student success and engagement, and the systematic use of highly effectively instructional strategies, have been established at the school.

Equitable Learning	2.1
High Expectations	2.2
Supportive Learning	2.4
Active Learning	2.3
Progress Monitoring	2.2
Well-Managed Learning	2.5
Digital Learning	1.5

Based on a 4.0 point scale

Stakeholder Survey Data

- Survey results (detailed under indicator 1.1) are very mixed and suggest that stakeholders cannot confirm that many important conditions and practices are systematically applied across the school to ensure all students have equitable and challenging learning experiences leading to next level preparedness. These include 1) a formal statement of purpose and direction clearly focused on student success, 2) stakeholder participation, or “buy in,” in the creation of the district’s formal statement of purpose and direction and setting of goals for improvement, and 3) the existence of policies and practices that align with and support the school’s formal statement of purpose and direction.

- The 2013 TELL Kentucky survey revealed that 51.2% of Bryan Station High School teachers agreed that the faculty and staff have a shared vision. Overall, 76% of Fayette County Public Schools agreed with the same statement.

Stakeholder Interviews

- School staff interviews indicate that the school's mission and vision statements were revised during the 2012-13 school year.
- Stakeholder interviews and lack of documentation indicated that the director assigned to Bryan Station High School was not visible at the school. Interviewees indicated that the director had only been at the school a couple of times during the school year.

Documents and Artifacts

- The vision for Bryan Station High School is "Believe and Achieve, Strive and Excel, Have Honor and Integrity, Serve and Contribute."
- The mission statement in the Bryan Station High School Executive Summary states that "Bryan Station High School is committed to developing responsible, successful and college/career ready citizens through rigorous and relevant instruction in an atmosphere of equality and excellence."

Indicator	Improvement Priority
3.2	Develop and implement a continuous improvement process that has clear guidelines to ensure that curriculum, instruction and assessments are closely monitored and adjusted based on student performance data.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that curriculum, instruction, and assessments are systematically monitored and adjusted based on data to address students' learning needs.

Classroom Observation Data

- Classroom observation data suggests that the extent to which the district and school's continuous improvement efforts are systematic and aligned is not always apparent.
 - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in only 46% of classrooms.
 - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 53% of classrooms.
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 29% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions and/or tasks were evident very evident in 38% of classrooms.

- These results do not align with the district’s mission and vision “to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society” and “...foster rich and diverse learning experiences that challenge and inspire (student achievement)...”

Stakeholder Survey Data

- 68.09% of students strongly agree or agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.”
- Only 35% of students strongly agree or agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 48% of staff strongly agree or agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”

Stakeholder Interviews

- School staff revealed that Bryan Station High School (BSHS) was not represented on a monthly basis in district curriculum meetings.
- District staff stated that district walkthroughs have not occurred at Bryan Station High School since October 2012 and that a formal process for monitoring instruction is not in place. District staff and school leaders discussed that walkthroughs “hurt” culture in the past, so they have not continued that practice.
- District staff revealed there are no district-level common assessments in place to measure student success throughout the school year.
- District staff revealed the universal screener (MAP) is only used with 9th and some 10th grade students.
- District staff discussed a process for meeting with CIITS leaders from schools around the district, but acknowledged that there is no follow-up to determine how this information is shared at the school level other than calculating a percentage that have logged into and used CIITS.
- Interviews with district and school staff reveal that there is no systematic district approach to providing guidance to the schools in the development and implementation of professional learning communities in all content areas.

Documents and Artifacts

- Review of school-based curriculum representative meeting agendas, PowerPoint presentations, and notes provided by the district shows a process for disseminating information (i.e. program review, trends in district data, PGES, Kagan strategies, etc.), through a curriculum leader from schools throughout the district.

- Review of protocols for analyzing lessons, summative assessments, and agendas for CIITS leader meetings shows that the district is beginning processes for putting quality common assessments and lessons on CIITS.

Indicator	Improvement Priority
3.4	Implement a system for school and district leaders to formally and consistently monitor instructional practice and provide teachers with immediate feedback and improvement strategies to meet the needs of all students.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the school or district has developed effective processes for monitoring and supporting improvement of instructional practices of teachers beyond the Coach-Through process conducted by the school leadership.

Classroom Observation Data

- Classroom observations do not consistently indicate a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.
- ELEOT results revealed that students are routinely tasked with low-level, unengaging lessons that offer minimal differentiation for individual needs, as evidenced by the following environment scores: High Expectations Learning Environment - 2.2; Active Learning Environment - 2.3; and Supportive Learning Environment - 2.4.
- The Well-Managed Learning Environment was rated 2.5, which indicated that some staff members do not hold students accountable for school wide behavior expectations.

Stakeholder Survey Data

- 63.81 of staff strongly agree or agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
- 47.61% of staff strongly agree or agree or with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
- 60% of staff strongly agree or agree with the statement "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

Stakeholder Interviews

- District staff revealed there was not a protocol, instrument, or schedule for district walkthroughs.
- District staff stated that although professional development is provided, there has not been a process to measure whether it results in change of practice at the classroom level.
- District staff indicated that there was a plan in place prior to the 2013-14 school year to meet about the priority needs of Bryan Station High School on a monthly basis. However, interviews with both district and school level staff reveal that this practice did not continue into the current school year.

Documents and Artifacts

- Documentation provided by the district shows meeting agendas and some training materials indicating that building leadership participated (i.e. principals, curriculum rep, CIITS leader), but no documentation of exactly who attended or how information is disseminated to those buildings not represented.
- The last documented walkthrough visit by district leadership at Bryan Station High School was October, 2012.

Indicator	Improvement Priority
3.9	Develop and implement a structure that ensures all students are well known by at least one adult advocate who supports that student's educational experience. Ensure that the structure allows long-term interaction between students and school personnel allowing them to build strong relationships over time.
Rationale	

Stakeholder Survey Data

- The 2013 TELL Kentucky survey revealed differences between teachers' experiences at Bryan Station High School and teachers overall in FCPS regarding the area "Managing Student Conduct."

Agreed with the statements below	% of BSHS Teachers	Compared to	% of FCPS Teachers
School administrators consistently enforce rules for student conduct.	25.2%		65.6%
Policies and procedures about student conduct are clearly understood by the faculty.	56.8%		78.7%
Students at this school follow rules of conduct.	18.9%		66.2%
Students at this school understand expectations for their conduct.	56.7%		84.6%
School administrators support teachers'	41.7%		76.5%

efforts to maintain discipline in the classroom.			
Teachers consistently enforce rules for student conduct.	30.7%		74.2%
The faculty work in a school environment that is safe.	55.9%		88.5%

- In AdvancED surveys taken in the fall of 2013, 46.08% of staff strongly agree or agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.”
- 48.7% of students strongly agree or agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- 67.21% of parents strongly agree or agree with the statement, “My child has at least one adult advocate in the school.”

Classroom Observation Data

- The Supportive Learning Environment received an overall rating of 2.4 on a 4 point scale. The lowest rating of 1.9 was for Item C5 (“Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs”). This rating supports the need for adult advocates being assigned to each student so that the adult can provide an additional “check and balance” type of support for the child over time.

Stakeholder Interviews

- District staff and teachers were unable to identify an established system whereby each student is well known by at least one adult advocate in the school who supports their educational experience.
- District staff revealed that only a small population of students who are part of the IT Academy and Spanish Immersion are well known by an adult advocate.

Documents and Artifacts

- Review of student and parent survey data indicates there is no formal process in place to ensure all students are well known by at least one adult advocate who supports that student’s educational experience.

Indicator	Improvement Priority
5.1/5.2	Further develop, monitor, and continuously evaluate the effectiveness of a clearly defined comprehensive student assessment system that is used to generate data and information to guide improvement initiatives focused on student learning as well as system effectiveness.
Rationale	

Student Performance Data

- As discussed previously in this report, there was modest improvement in student performance between 2012 and 2013. However, this improvement does not suggest that school or system leaders have developed effective processes to continuously collect, analyze, and use data from multiple assessment measures to inform ongoing improvement initiatives or make adjustments and modifications to curriculum, instruction, and assessment practices.

Classroom Observation Data

- Classroom observation results do not suggest that an effective comprehensive assessment system school nor system performance measures to guide continuous improvement efforts are in place that allows school and district leadership to continuously collect, analyze, and use data from multiple assessments.
- Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in 20% of classrooms.
- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 38% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 24% of classrooms.
- Instances in which students understood how their work was assessed were evident/very evident in 31% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data does not suggest that the district or school have well-established processes to collect, analyze, and use data to inform decision-making at classroom or school levels.
 - 66.32% of staff strongly agree or agree with the statement, "Our school has a systemic process for collecting, analyzing, and using data." 18% were neutral and 16% disagreed or strongly disagree with this statement.
 - 57.9% of staff strongly agree or agree with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data." 17% were neutral and 25% disagreed or strongly disagreed with this statement.

- 48% of staff strongly agree or agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
- 48% of staff strongly agree or agree with the statement, “All teachers in our school use multiple assessments to modify instruction and to revise the curriculum.”
- The 2013 TELL Kentucky survey revealed that teachers (81% BSHS/90% FCPS) agree with the statement, “Teachers use assessment data to inform their instruction.”
- The 2013 TELL Kentucky also showed that teachers (79% BSHS/91% FCPS) agree with the statement, “The school leadership facilitates using data to improve student learning.”
- Only 35% of students strongly agree or agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that the practice of using data to continuously guide instructional decision making is not systematic across the school.

Stakeholder Interviews

- During interviews, school and district administrators stated there were no district-wide locally developed common assessments. District staff revealed that the district does not have a system in place to monitor school-based assessments.
- District administrators reported providing district-level training in data analysis (i.e. principal cadres, CIITS lead monthly meetings, program review lead meetings) and developing some district generated reports through Infinite Campus that support the monitoring of student performance at the school level (i.e. gap, CCR, EOC reports).
- District and school administrators stated that the assessment system is not evaluated for effectiveness in improving instruction.

Documents and Artifacts

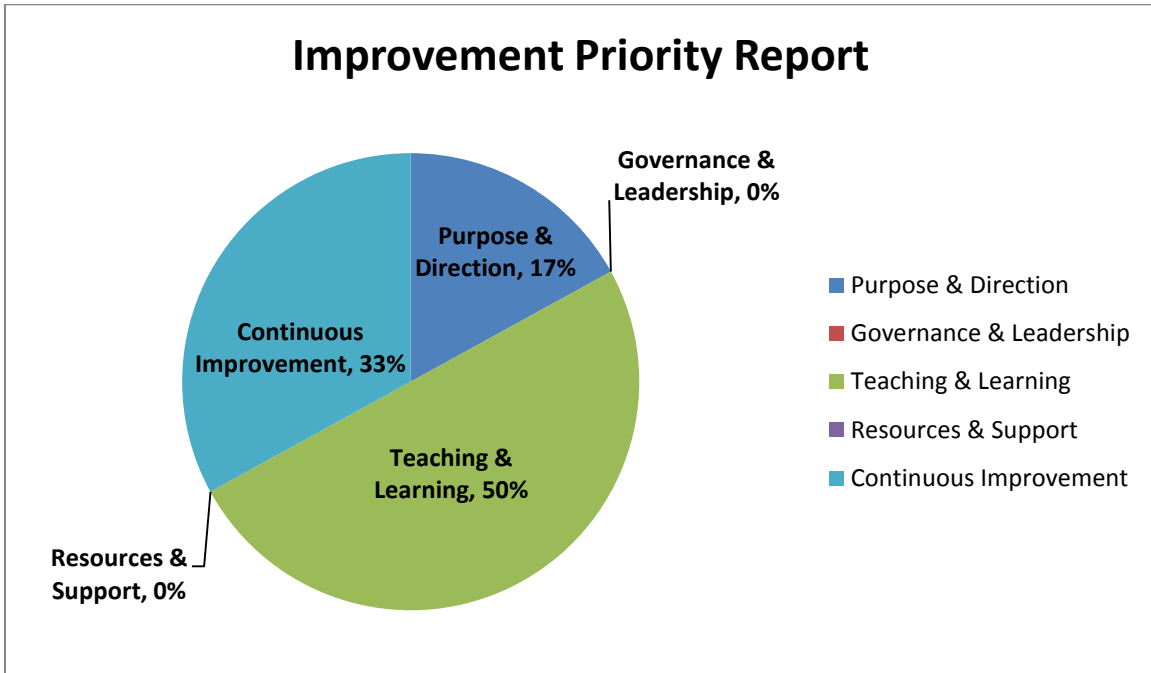
- Review of district assessment materials revealed the absence of district-developed common assessments or an assessment map.
- Review of district assessment materials indicated some training materials (i.e. principal cadre data analysis) and some district-generated reports in Infinite Campus (i.e. gap, CCR, and EOC reports) that would support schools in monitoring student progress.

Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	3	2
1.2	3	1
1.3	3	2
1.4	3	2
2.1	4	2
2.2	3	3
2.3	3	3
2.4	4	2
2.5	4	2
2.6	2	2
3.1	2	2
3.2	3	1
3.3	3	2
3.4	3	1
3.5	3	2
3.6	2	2
3.7	3	2
3.8	3	2
3.9	2	1
3.10	2	2
3.11	3	2
3.12	3	2
4.1	3	3
4.2	3	3
4.3	3	2
4.4	2	2
4.5	3	2
4.6	2	2
4.7	2	2
4.8	1	2
5.1	3	1
5.2	2	2
5.3	2	2
5.4	2	2
5.5	4	2

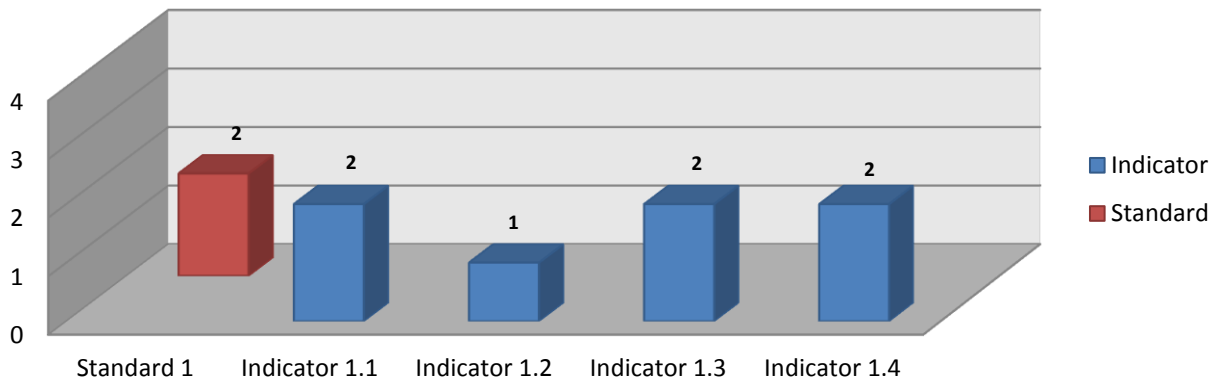
Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

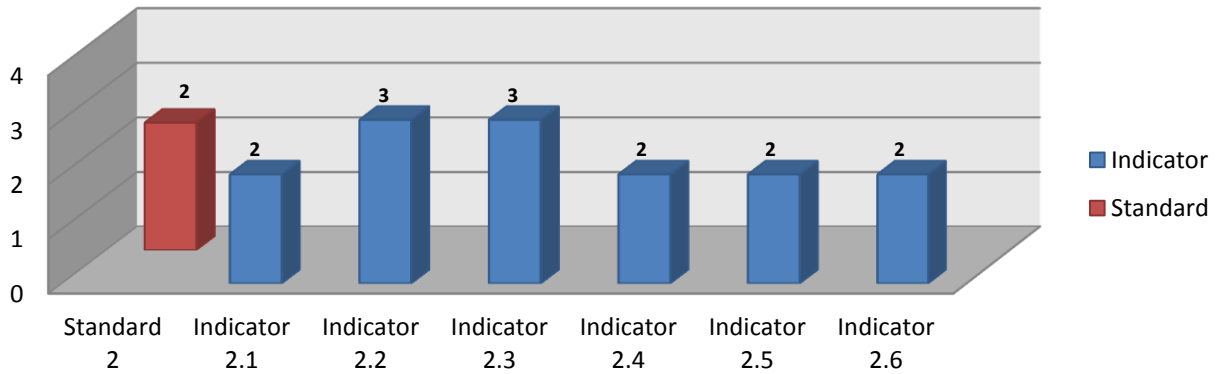


Average ratings for each
Standard and its Indicators

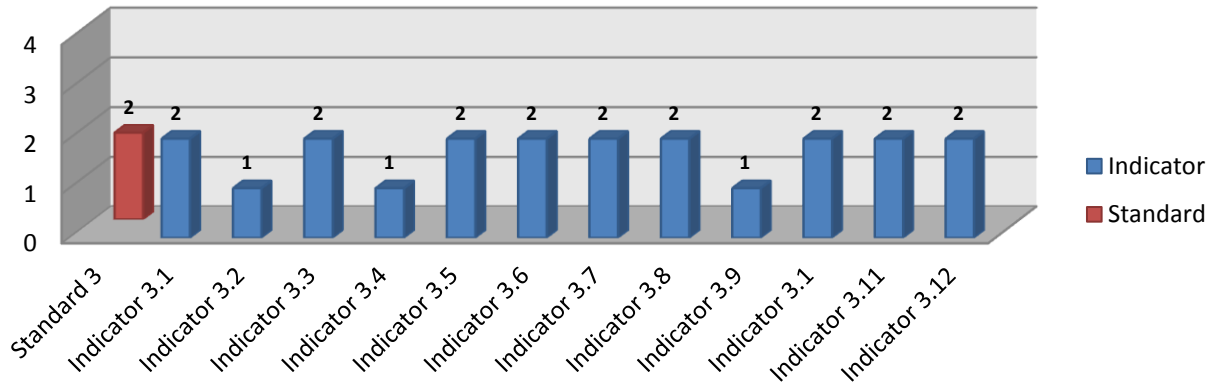
Standard 1: Purpose and Direction



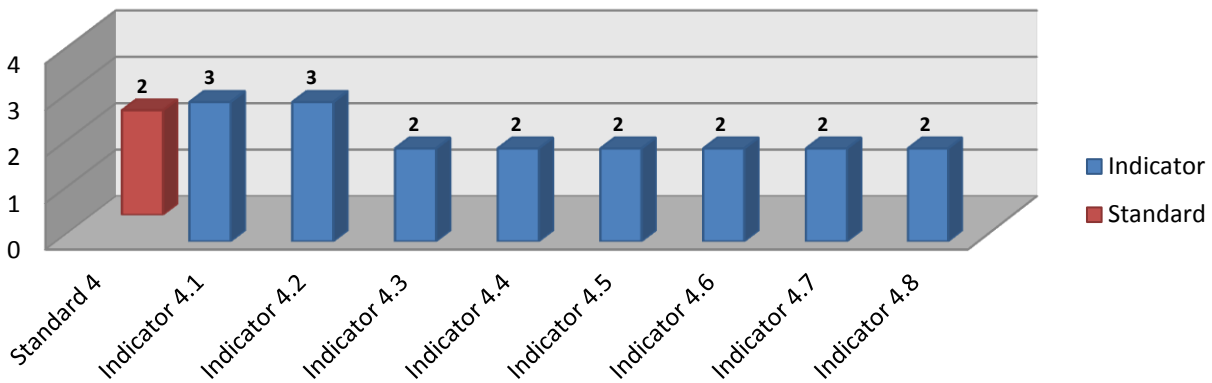
Standard 2: Governance and Leadership



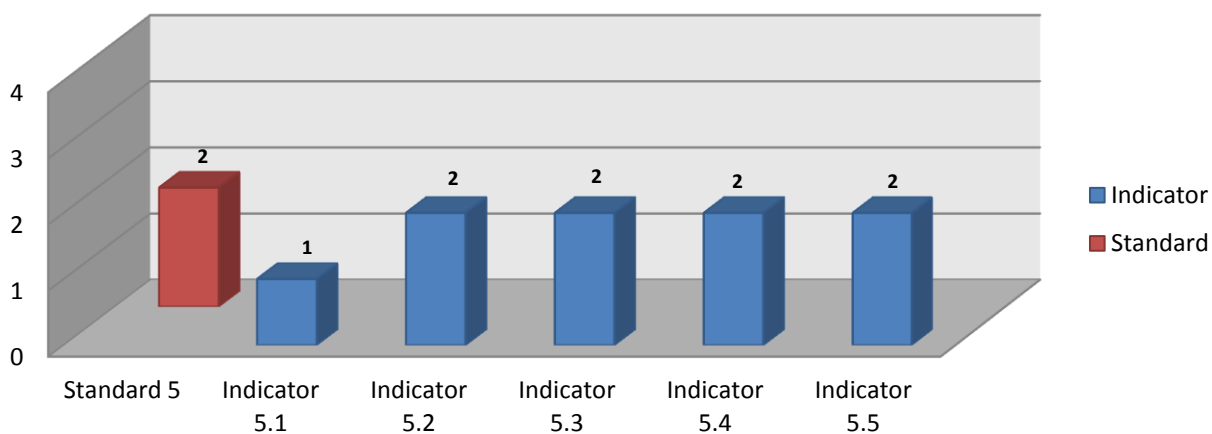
Standard 3: Teaching and Learning



Standard 4: Resources and Support



Standard 5: Continuous Improvement



2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Fayette County.

Deficiency 1: Evaluate all initiatives in a way that:

- a. Measures the coherence and effectiveness of each
- b. Reduces the number to increase focus of effort and resources
- c. Reaches from district office to the student's desk
- d. Determine and implement a method for "selective abandonment."

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- (1) Strategic Data Project (SDP)
- (2) Strategic Data, Research, and Planning Team at the district office
- (3) Guiding Principles for Program Evaluation
- (4) Spending Money Smartly (SMS)
- (5) Teaching and Learning Team Delivery Chain

District comments:

- (1) Our district is involved with the Strategic Data Project with Harvard University and the Gates Foundation. As a result of the district's involvement in the Strategic Data Project, three district staff members will have been trained as Agency Fellows. One of the first recommendations from the project was to establish a Strategic Data, Research, and Planning (SDRP) Team charged with comprehensive and specific program evaluation. By redirecting existing resources, Superintendent Shelton has called for the reorganization of the district leadership team to include this SDRP Team on the organizational chart of the Chief Operating Officer, Mary Wright. That group will begin work on July 1, 2014 and will provide district- and school-level direction and technical assistance in the area of program/initiative evaluation.
- (2) Included in narrative for (1).
- (3) As part of our regular Full Cabinet collaboration, we agreed on a set of Guiding Principles that will govern our work around program evaluation as we move forward. These Guiding Principles were shared with the Board at a work session this fall and will be applied whenever a new program or initiative is under consideration.
- (4) Another large-scale district initiative that began in 2013-14 is the Spending Money Smartly (SMS) initiative, which is supported by a resource utilization grant from the Gates Foundation. This initiative is a leadership training and development model that we have rolled out to all district principals through the monthly Leadership Team meeting format. One critical element of the work is to provide the knowledge and skills that principals will need to determine the

Academic Return on Investment (A-Rol) for any school- or district-level program – from the implementation of a math curriculum to the impact of an alternatives to suspension model, for example. The SMS training was conducted by consultants with the District Management Council (DMC) who met monthly with district leaders to provide the training and at least monthly with the Executive Cabinet to plan the training sessions.

- (5) As part of our work with KDE and EDI, we are developing a delivery chain for our Teaching and Learning Team. This delivery chain establishes a structure for the planning, monitoring, and communication of initiatives, ensures that district initiatives are rolled out cohesively, and that the initiatives reach teachers and positively impact student achievement.

Team evidence:

- Strategic Data Project (SDP)
- Reorganization of district leadership team
- Initiated Spending Money Smartly (SMS) 2013-14
- 2015 plan to have a strategic financial plan – will use an academic ROI for “selective abandonment”
- Guiding Principles document for program evaluation (Fall 2013)
- Teaching and Learning Team Delivery Chain
- District leadership interviews
- Self-Assessment submitted by the district for the Diagnostic Review was not current

Team comments:

Although Fayette County Public Schools has initiated several projects/processes such as the Strategic Data Project (SDP), the reorganization of the leadership team, the Teaching and Learning Team Delivery Chain, the Guiding Principles document for program evaluation, and Spending Money Smartly (SMS), evidence supports that these actions and/or strategies began in school year 2013–2014. Projects and processes that have been recently initiated in school year 2013–2014 have not been in place and in practice long enough to yield positive results. The deficiencies were identified in February 2012, indicating a lack of urgency to address them. There is limited evidence that supports improvements have been made regarding Deficiency 1.

The district has initiated the Spending Money Smartly initiative which will provide valuable insight regarding the strategic deployment of resources as well as utilization to “maximize the academic return on investment.” There was no evidence to support that the district is currently evaluating all of their initiatives and programs to determine coherence and effectiveness. The district has established the Teaching and Learning Team Delivery Chain for the purpose of planning, monitoring, and communicating newly rolled out initiatives. The delivery chain process is in the early stages of implementation, so its results were not presented by the district.

The district stated in their Executive Summary that the Spending Money Smartly initiative will establish “context and capacity for effective resource allocation.” The district leadership team has been reorganized by the district as evidenced through district-level stakeholder interviews and review of the organizational chart. Interviews with district leadership stated that the focus of the directors had shifted from organizational issues to student achievement. As stated in the district’s response for Deficiency 1, the Strategic Data Project team will begin work on July 2, 2014, “and will provide district- and school-level direction and technical assistance in the area of program/initiative evaluation.” Although the district has initiated several specific initiatives, there was no evidence that revealed the district had actually evaluated all of their existing initiatives, measured them for effectiveness, and

reduced the number of initiatives through “selective abandonment.”

Deficiency 2: Refine or create systemic processes that:

- a. Include clear expectations
- b. Include direct and indirect metrics
- c. Provide results in a simple, understandable format (data dashboard)
- d. Lead to measureable continuous improvement
- e. Are learned and implemented by appropriate staff
- f. Are monitored for fidelity of implementation

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- (1) Strategic Data Project (SDP)
- (2) Spending Money Smartly (SMS)
- (3) Data Dashboards
- (4) Equity Scorecard
- (5) CDIP and CSIP Quarterly Monitoring expectations

District comments:

- (1) As described in Improvement Priority 1, our involvement with the Strategic Data Project is allowing us to rethink the entire organization of our Data and Research team. SDP is teaching us new methods for proactive statistical and data analyses. Although we are still in the learning phases, we have already been cleaning our data, learning about ways to better communicate and display our data with stakeholders, and engaging in data analysis work groups with other districts across the nation.
- (2) Over the past two years FCPS has engaged with the Gates Foundation, via DMC, to undertake the development and implementation of a systematic process for not only right-sizing district financial outlays, but also making informed decisions on resource allocation based on program effectiveness. This "Spending Money Smartly" initiative, funded with Gates Foundation dollars, takes a systematic approach to engaging staff in first understanding the current budget situation, budget development processes, and finally, in making informed decisions around academic return on investment. While time-consuming, the process is thorough and well-defined, and is moving the district forward in the area of developing metrics for success, clarifying program expectations, and monitoring the effectiveness of initiatives. (See #4 in Improvement Priority 1 for additional description about SMS).
- (3) Following the previous Diagnostic Review process, FCPS purchased a data dashboard program. We have trained our data strategists in the design and development of a series of data dashboards to publish key data related to student performance, attendance, staffing, etc. The development process is lengthy and programming-heavy, but yields a permanent dashboard for

publicizing performance data. As of this point, the dashboard illustrating district performance in Unbridled Learning data points has been developed, as has an attendance dashboard.

Additional dashboards are scheduled to be developed in the near future. MAP and Program Reviews are the next dashboards in line for creation. As a partner initiative to creating data dashboards, FCPS has been accepted into a second Gates Foundation-funded opportunity to participate in Harvard University's Strategic Data Project.

- (4) The FCPS Equity Council produced its annual Equity Scorecard as an effort to maintain the district's focus on eliminating achievement gaps across the board. The Equity Scorecard is a comprehensive picture of academic and nonacademic data for all of our student populations.
- (5) FCPS continues its focus toward aligning planning processes across the district, offering any number of assistance sessions for schools developing School Improvement Plans, aligning the District Improvement Plan to those school-level plans as much as possible, and introducing a quarterly monitoring system of progress monitoring checks for the Board of Education.

While we have made good strides in this area, much of our work is still in its infancy and early implementation stages. The next two to three years will be critical as this work takes root and begins to permeate our decision-making protocols and culture.

Team evidence:

- Data dashboard evidenced via district website
- Strategic Data Project (SDP)
- Development of metrics within 2013–2017 Strategic Plan draft document
- Reorganization of district leadership team
- Initiated Spending Money Smartly (SMS) 2013-14
- Teaching and Learning Team Delivery Chain
- District leadership interviews
- Principal interviews
- Self-Assessment submitted by the district for Diagnostic Review was not current

Team comments:

Fayette County Public Schools initiated the Strategic Data Project for the purpose of synthesizing and analyzing data to support informed decision making and reform in the district. Currently, evidence from the leadership and principal interviews as well as the Executive Summary supports that five PLCs were developed to support the district's vision statement. Additionally, Spending Money Smartly, the Teaching and Learning Team delivery chain, and Academic Return on Investment are in initial stages and have not yet yielded any results for the district as it pertains to effective systemic processes. The district leadership hired a Chief Academic Officer and realigned district-level instructional supervision staff as indicated on the organization chart. The focus of the Directors of School Improvement/Innovation has shifted towards student achievement as opposed to operational issues. However, as a result of the shift some roles, responsibilities, and accountabilities are unclear. The 2013–2017 Strategic Plan is in draft status. Metrics have been listed, but goals not determined. The CDIP detailed eight goals, strategies, and activities that focus on all schools.

The district developed an electronic data dashboard that is accessed through the district website and open to the public. Additional data will be added to the data dashboard in the future.

Deficiency 3: Improve consistency and ensure quality of leadership across the district.

- a. Clear, measureable, and well-communicated expectations for culture management and student achievement
- b. Increased mentoring for all leaders
- c. Strike a balance between school autonomy and district guidance so that “every classroom in Fayette County is a quality classroom.”
- d. District must support, guide, and monitor in a meaningful, empowering, and effective way.

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- 1) Monthly principal leadership meetings focused on TPGES and Spending Money Smartly (SMS)
- 2) Reorganized Teaching and Learning Team (TLT)
- 3) Principal mentoring support from three retired principals
- 4) Aspiring Leaders program
- 5) Moving to a Professional Growth and Effectiveness Coach (assistant principal) model starting in 2014-15.
- 6) District-wide Implementation of Multi-tiered Systems of Support (MTSS) P-12

District comments:

- 1) The entire focus of each monthly leadership meeting (approximately 6 hours each) has been on building the capacity of school leaders to implement the Danielson Framework for Teaching that forms the basis for KY’s new TPGES system. The Teaching and Learning Team, in partnership with HR, has delivered high-quality, replicable training modules that have, in turn, been presented by principals to all FCPS teachers. The Framework for Teaching will define quality instruction for all Fayette County and Kentucky classrooms. By extending our TPGES efforts beyond a small pilot to all principals and all teachers, we have initiated a large-scale instructional practices initiative that will ensure that every FCPS classroom is a quality classroom. The second portion of the leadership meeting is focused on the Spending Money Smartly initiative (described in Improvement Priorities 1 and 2).
- 2) We are working on a phased reorganization of the Teaching and Learning Team under the direction of a new Chief Academic Officer. The model provides for more targeted assistance for focus schools and for innovation schools by clustering P-12 schools by identified need. Schools are organized in 6 cadres, including one cadre for Focus Schools and one cadre for Innovation Schools.
- 3) FCPS enlists the support of three part-time retired principals to provide one-to-one mentoring for new principals and for principals who may be experiencing leadership challenges. Principals consistently report that they appreciate the individualized mentoring they receive from these seasoned colleagues.
- 4) The HR team continues to implement an Aspiring Leaders program for new principals, assistant principals, and teacher-leaders as a talent pool development approach for school leadership. These sessions take place both outside of and during the school day and include a variety of

topical studies.

- 5) Based on research and recommendations from the District Management Council (DMC) and the Spending Money Smartly initiative, the district will be moving to assign a Professional Growth and Effectiveness Coach (PGEC) at each school starting in 2014-15. The main goal of the PGEC will be to support the principal in the effective implementation of the TPGES model (see 1 above). We are providing a three-year transition period before full implementation of the model in order to provide for phasing away from the current Professional Staff Assistant (PSA) and Academic Coaching model. Partial funding for the PGEC positions will come from the district's Title II grant targeting teacher quality.
- 6) We have implemented a robust training and delivery plan for the new MTSS system across all FCPS schools. The focus is on sound Tier 1 instruction at all schools in every classroom along with structured, tiered support for struggling learners in the areas of reading, math, and behavior. Each school has developed CSIP goals around closing achievement gaps with MTSS as the anchor strategy. The district developed a comprehensive MTSS handbook along with a solid research base for the schools and then conducted a district-wide MTSS conference that included the principal and teachers from each school. Following the conference, TLT directors have provided individual support and feedback for principals and schools as they have each developed their tiered plan.

Team evidence:

- Principal mentoring by retired principals
- Aspiring Leaders program
- Reorganization of schools into cadres
- Reorganization of district leadership team
- Monthly meetings by the Boston Group for Spending Money Smartly with principals
- TLT Directors meet regularly to review and discuss instructional strategies
- Lack of district support (mentoring, coaching, etc.) to priority school
- Classroom instruction is not monitored by the district
- School autonomy has led to lack of district support in several areas
- Self-Assessment submitted by the district for Diagnostic Review was not current

Team comments:

The district has included a specific strategy within the CDIP to purposefully “research effective Principal Supervisor models and identify those structures and practices that are most likely to result in stronger school leaders and higher student achievement, including differentiated support for turnaround (priority) and focus school principals.” Although the focus of district level directors has moved from the operational issues to student achievement, specific guidance from district leadership is necessary to provide the maximum amount of school support, especially for the priority school. The Education Recovery staff provides a higher level of support for Bryan Station High School when compared to the level of district support received.

As evidenced by the discontinuation of walkthroughs at Bryan Station High School, the district has not arrived at a balance between school autonomy and district guidance. Walkthroughs have not occurred at Bryan Station High School since October 2012 as they were thought to “hurt” the school culture. There is no formal process for monitoring instructional practices and student engagement. Although Coach Through visits replaced the walkthroughs, the focus is strictly on Kagan strategies.

Building district leadership through the principal mentoring by retired principals and Aspiring Principals program for new principals is a positive direction for the district, but a sense of urgency as it pertains to leadership development at the district's only priority school, Bryan Station High School, is limited based on interviews, documentation, and review of data.

Deficiency 4: Build and implement a professional development program that:

- a. Is systemic and supports the district vision
- b. Includes clear expectations and measures of outcomes
- c. Includes follow-up that ensures improved student performance
- d. Is guided by data-driven, student learning needs

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- (1) District PD committee aligned with CDIP
- (2) Exploring web-based PD data tool
- (3) Professional Development menu developed from district and school program review data
- (4) MTSS district conference and rollout
- (5) TPGES modular trainings
- (6) Collaborative development of professional development menu

District comments:

- (1) In past years, the district PD office has been part of the human resources office. Although this was helpful with management and oversight of PD, it created a disconnect between the efforts of student achievement teams and those of the professional development office. In the past year, the district PD coordinator has become an integral part of weekly Teaching and Learning Team meetings and the development of the CDIP, creating a more cohesive connection between the two departments. A district PD committee aligns professional development with CDIP initiatives.
- (2) The PD committee is exploring web-based PD data tools to help track the effectiveness of our professional development. Our partnership with the Strategic Data Project is helping us explore new ways to utilize data to monitor effectiveness of programs and initiatives. However, these plans are still in the discussion and early implementation phase. We currently do not have solid procedures in place to determine if the PD and trainings we offer have a true impact on teacher practice and student learning, but we are moving in that direction.
- (3) We have put a district focus on professional development around the Arts & Humanities and Practical Living/Career Studies program review areas. At the end of the 2012-2013 school year, committees of content teacher leaders were formed to analyze program review results and identify weaknesses in our programs, and prioritized those into areas of need. We developed a year-long menu of professional development offerings to help schools improve in deficient areas. We involved community partners to help develop and deliver some of the PD, and are also having teacher open houses to showcase best practices and exemplary lessons in these priority areas of need. Data analysis is ongoing throughout the year, and we monitor improvement in the targeted characteristics, which has caused us to revamp some offerings,

add additional offerings, and differentiate services to schools.

- (4) As a district, we are improving in our ability to organize our professional development around the “big rocks” in our CDIP. During the 13-14 school year, those major initiatives were Multi-Tiered Systems of Support and TPGES. We organized a two-day district-wide MTSS conference in which over 400 teachers, administrators, and central office staff participated. We also had a district TPGES rollout team that developed and provided ongoing modular trainings each month around TPGES and the Framework for Teaching for principals and school leadership. They are expected to take this information back and present to teachers.
- (5) As we proceed into the 2014-2015 school year, we are in the process of developing a menu of professional development services to help differentiate for the needs of our schools (i.e., strategies for closing achievement gaps with specific subpopulations, high-yield MTSS structures and strategies, innovative practices). This will be a collaborative effort between the offices of Curriculum and Assessment, Special Education, ELL, G/T, and Title 1.

Overall, we are making strides in our program review structures across the district, but we still have much to work on in this area.

Team evidence:

- Early stages of Five Vision PLCs
- Professional developments (i.e., Multi-Tiered Systems of Support, TPGES, CRT)
- TELL Survey
- Lack of system-wide plan to determine if professional development impacts classroom practices and student achievement
- Stakeholder interviews
- Self-Assessment submitted by the district for Diagnostic Review was not current

Team comments:

The district has initiated five vision PLCs as part of the Strategic Planning Data Project (student achievement, student engagement, staff engagement, family engagement, community engagement). District and school leadership interviews revealed that only a few meeting occurred early in the school year. These PLCs are in the early stages of implementation, so results of impact are not available. Evidence of guidance provided by the district regarding expectations and outcomes of PLCs across departments and schools was unclear. Professional development trainings such as Multi-Tiered Systems of Support, TPGES, and CRT have been initiated. The effectiveness of PD programs has not been fully monitored.

Comparison between teacher perceptions on the 2013 TELL Kentucky survey and that of FCPS teachers overall revealed the following:

56.2% of teachers at BSHS believe they have sufficient training to fully utilize instructional technology whereas 67.9% of teachers in FCPS believe the same. 49.6% of teachers at BSHS believe that professional development is differentiated whereas 59.1% of teachers in FCPS believe the same. 43.9% of teachers at BSHS believe that professional development follow-up is provided, yet 60.8% of teachers in FCPS believe the same. Finally, 36.3% teachers at BSHS believe that professional development is evaluated and the results are communicated back to the teachers, while 53.8% of teachers in FCPS believe the same thing. BSHS teacher survey results were lower in comparison to the overall teacher results from across the district. There was no evidence that the district provided additional professional

development support to the priority school due to the survey results.

Deficiency 5: Create a professional culture and climate that:

- a. includes everyone as a stakeholder
- b. continually seeks and welcomes input from all internal and external stakeholders
- c. ensures consistency of implementation of policy and practice
- d. provides consistent high-quality customer service in all schools and departments
- e. ensures an inclusive community
- f. drives out fear.

District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- (1) Family and Community Engagement Office initiatives
- (2) Super Council
- (3) Inclusive Community initiatives
- (4) Culturally Responsive Teaching and Learning initiative
- (5) Equity Council and Equity Scorecard

District comments:**(1) Family and Community Engagement office has provided support through the following means:**

- Established district goals for both Family Engagement and Community Engagement with staff to support the work.
- Established school community database to assist in stronger, meaningful, efficient, and needs-based school/community collaborations.
- Established Professional Learning Communities to engage internal and external stakeholders and to establish measurable district goals.
- Establishment of community neighborhood groups in partnership with Lexington Fayette Urban County Government (Partners for Youth) to ensure all stakeholders are involved and provide input about needs of the community.
- Partnership with the Interdenominational Pastoral Fellowship on the Urban Educational Summit, hosted specifically to educate parents on partnership with teachers and schools to support student learning (reducing fears).
- Partnership with 16th District PTA on the Urban Family Engagement Network grant in an effort to train and empower stakeholders to participate in the education process.
- Continual partnership with 16th District PTA to reach parent leaders and include all parents through newsletters, meetings, and trainings.
- Offer and provide district-wide trainings for parents and community members.
- Provide surveys and solicit feedback through parent involvement surveys.
- Enhanced Family and Community Engagement webpage to provide additional resources.

- Revised and updated district policy on Family Engagement to support consistency.
- Superior Customer Service
- “Talk with Tom” communication model
- Superintendent’s newsletter and key communicator
- Training and support to SBDM Councils and SBDM Super-Council

(2) The Office of School Community and Government Support-SBDM promotes and encourages shared leadership amongst students, parents, teachers, communities, and business partners through the intentional engagement and participation of professional learning communities.

These small learning communities convene monthly via SBDM council meetings where our office provides guidance to KRS 160.345 in the alignment and setting of school policies and research-based practices to enhance student achievement. Moreover, on a quarterly basis, the small learning communities come together to participate in a Super Council sharing forum made up of every SBDM Council in the district.

Super Council members assemble once a quarter to enhance their knowledge about School-Based Decision Making and the role of councils. This is done through networking, sharing, and providing access to the most current information from district and state organizations that specialize in the areas of council responsibility.

Each SBDM Council within the district is asked to send a minimum of two members (we strongly recommend at least one member be a parent) to the Super Council. The selected representatives report and share information with their respective Councils. They are also encouraged to bring information, questions, and concerns to the Super Council for immediate, research-based feedback. This process of stakeholder inclusion and participation has afforded the administrative offices of Fayette County Public Schools the most effective communicate school improvement planning, legislative updates, disaggregated data analysis to assist with closing the achievement gap, professional development planning and alignment, budgeting and staffing guidance, and guidance for new principal selection guidance with accuracy, consistency, and efficiency. It has also provided a platform for councils to ask and have questions answered in a just in time (JIT) manner that addresses immediate school/building level concerns.

It is therefore by design that the FCPS Super Council is a collective voice of stakeholders who exhibit willingness for creating a more inclusive and diverse culture to revitalize old practices and standards with innovative, strategic, and courageous school governance practices. At FCPS we like to say that the Super Council operates as a catalyst by forecasting emerging changes in the world of education through the systemic and systematic leveraging of the creative knowledge and insight of our school level SBDM council members.

(3) Fayette County Public School System (FCPS) actively and aggressively encourages and promotes the participation of Minority- and Women-Owned Business Enterprises (MBE/WBE) when bidding and soliciting vendors, service providers, and construction contractors. It is a FCPS goal to have at least 10% minority- and women-owned business participation in all procurement contracts and projects.

Fayette County Public Schools Board of Education conducted research into the procurement practices and procedures of the District and after analyzing the data, adopted a forward-thinking strategy to address the charge issued from the Equity Council Committee (ECC) to track the inclusion and

participation of minority- and women-owned business enterprises who are awarded contracts for the supply of goods and services with the District.

As far back as 2004, the Fayette County Board of Education and the ECC have been engaged in developing an intentional, inclusionary vision with a sense of urgency to fully implement district-wide inclusion and participation initiatives. Consistent with the district's commitment to equal opportunity, the Fayette County Board of Education continues to fulfill its charge of implementing operational standards and practices that increase the participation of MBE/WBE and incorporates high standards and next practices that change how we do business. The mission and vision of these initiatives are executed through the Office of School, Community, and Government Support-Economic Development, now in its fourth year and entering Phase II of implementation.

Fayette County Board of Education reviewed and revised Board Policy 04.32 which provides that bidding procedures shall conform to the Model Procurement Codes (KRS 45A.345 – KRS 45A.460) and that provisions of these statutes, administrative regulations, and board policies require that the board, as a local public agency, engage in a method of competitive bidding with a commitment to promote an increased participation of Minority- and Women-owned Businesses. An additional focus on inclusion and participation is also captured and reflected through the development of the District Strategic Plan that will contain a deliberate and intentional framework for increasing the participation of the demographic constituency we serve from the Lexington, Kentucky community.

Additional professional development and training efforts are in place with Lexington Fayette Urban County Government, Kentucky Small Business Administration, University of Kentucky, Bluegrass Airport, Lexington Chamber of Commerce, and the Lexington Urban League, to name a few, that promote mentor and protégé relationships between larger general contractors and small minority- and women-owned businesses eligible to participate in subcontracting roles. These system-wide initiatives continue to assist with removing barriers that may have historically caused underutilization of a diverse supply chain. These barriers included but are not limited to negative past experiences respondents to bids state resulting in lack of trust, a perceived lack of sincerity regarding the district's attempt to be intentional in its efforts of inclusion, poor communication and process clarity to the district's procurement procedures, inadequate MBE/WBE database and poor vendor/supplier diversity relationships, inadequate tracking and monitoring of overall annual district spend, MBE spend, and WBE spend data, consistent design and structure of bid packets- lack of participation and effort required of general contractors; and, time and dedication to supplier diversity initiatives.

The Office of School, Community, and Government Support- Economic Development continues to provide education and training internally and externally about alleviating specific behaviors, activities and processes that potentially create the disproportionality of minority- and women-owned businesses not being awarded contracts. Our offices annually track and report these metrics and summaries on economic trends of the past and present; moreover, how these metrics allows the district to keep a pulse on benchmarks for the future as we embark on new goals and objectives aimed at the district's ambitious efforts towards continuous improvement of diversity and inclusion.

- (2) The foundation of this training is the understanding of the importance of meaningful relationships in the teaching and learning process. Key to developing relationships and connections is an understanding of culture (value and language) because culture is rooted in relationships. Using interactive activities and group discussions, the three training modules for this initiative are designed to assist staff in understanding the power and importance of making

meaningful connections through relationships with students. These connections assist students in making stronger connections with the content. Additionally, through a process of self-reflection, participants learn about mental models and socialization and their impact (positive or negative) on making meaningful connections and developing authentic relationships with all students in the learning environment.

The training includes three sections:

- Module I - Culture Awareness
- Module II - Intentional vs. Accidental Culture
- Module III - Narrowing the Achievement Gap

Summary of training modules

Each module is a full day's training (six hours). Modules can be split into three-hour sessions. One-hour follow-up sessions are available between or after a module presentation. Sessions accommodate 30 to 60 participants.

- (3) The Equity Council is diverse member of stakeholders dedicated to monitoring equitable education opportunities and the closing of achievement gaps in Fayette County. Annually, an Equity Scorecard is produced highlighting the achievements of diverse student populations. Additional information, including copies of the Scorecard can be found at www.fcps.net/equity

We believe we are making great strides in this area and many focused and innovative practices are in place.

Team evidence:

- Implementation of Culturally Responsive Teaching initiative
- Proactively entered in a partnership with Children's Law Center
- Priority school (BSHS) participates in Customer Service initiative (including home visits, move-up days, ongoing stakeholder surveys)
- (Black) Urban Educational Summit
- Equity Council
- TELL Surveys
- Stakeholder Surveys
- Superintendent Student Advisory Group
- Self-Assessment submitted by the district for Diagnostic Review was not current

Team comments:

Three modules have been developed through the Culturally Responsive Teaching initiative. All schools have participated in Module I. Only one school has completed all three modules.

Survey data from Bryan Station High School reflects concerns and challenges regarding student conduct, discipline, and safety. Only 32.61% of students indicated they believed their school was safe. In comparison between the school and the district, the 2013 TELL Kentucky survey revealed that while

88.5% of teachers in FCPS believed their school was safe, only 55.9% of teachers at BSHS believed the same. Classroom environment observations also revealed that some students showed a lack of respect to their teachers and fellow classmates. Furthermore, 80.9% of teachers in FCPS were in agreement with the statement, "Overall, my school is a good place to work and learn," yet only 56.8% of teachers at BSHS were in agreement with the same statement.

As initiatives to involve families in their child's education, the district initiated home visits and the Black Educational Summit, along with Bryan Station High School's Superior Customer Service. Although parental involvement plans and activities are in place at the priority school, participation by parents/guardians is still limited and does not represent the diverse population of the school. The 2013 TELL Kentucky survey revealed that only 50% of teachers at BSHS believed that parents and guardians know what is going on in the school, yet 81.9% of teachers in FCPS were in agreement. Only 56.6% of teachers at BSHS believed that clear, two-way communication with the community existed, while 85.6% of FCPS teachers believed that clear, two-way communication took place at their schools. There was no evidence that the district provided additional support regarding professional culture and climate for their priority school due to these survey results. Completion of the remaining Culturally Responsive Teaching modules would benefit Bryan Station High School.

Final Team Comments:

The Diagnostic Review Team determined that Fayette County Public Schools has capacity at the district level to provide targeted support to Bryan Station High School, but has not targeted such support in an urgent, well-defined, and intentional manner. Bryan Station High School is identified as a Priority School by the Kentucky Department of Education and therefore should be identified as a strategic priority for FCPS. Evidence throughout the Diagnostic Review Report supports that monitoring all actions and holding district and school stakeholders accountable is an impediment for significant progress at Bryan Station High School.

The Diagnostic Review Team recommends that Fayette County Public Schools provide a 30-60-90 day report to the Kentucky Department of Education that details the immediate action steps of the district as it pertains to the Improvement Priorities from the 2014 Diagnostic Review. The report should include but not be limited to the following:

- What actions did the district take following the receipt of the Diagnostic Review Report?
- How will you monitor and evaluate each Improvement Priority?
- How will you target specific support for Bryan Station High School?

The Diagnostic Review Team also recommends that Fayette County Public Schools complete a Self-Assessment with active engagement from stakeholders and a high level of fidelity.

Fayette County Diagnostic Review District Schedule

SUNDAY, February 23, 2014

Time	Event	Where	Who
3:00 p.m.	Check-in	Griffin Gate Marriott 1800 Newtown Pike Lexington, KY 40511 (859) 231-5100	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, February 24, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at district office	District office- Budget & Staffing Conference Room	Diagnostic Review Team Members
8:15 – 9:15 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the district come from, where is the district now, and where is the district trying to go from here. <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority school. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u> 2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels? 4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning	District office conference room	All Diagnostic Review Team Members

	conditions and student achievement have improved?					
9:15 – 10:15 a.m.	Individual interviews w/district level staff				District office	DR Team Members Paired to interview district level staff individually
(S – denotes Standard assignment)	Room 103	Room 106	Room 106	Room 107		
	Chief officer of School/Community & Government Support DR team members	District SBDM Coordinator DR team members	Family & Community Liaison (middle/high schools) DR team members	Director of Financial Services DR team members		
10:15 – 10:30	Break				District Office	Diagnostic Review Team Members
12:15 – 1:15 p.m.	Individual interviews w/district level staff				District office	DR Team Members Paired to interview district level staff individually
	Room 112	Room 207-Annex	Room 105	Room 201		
	Academic Officer DR team members	Director of Curriculum & Assessment DR team members	Associate Director of Student Achievement DR team members	Associate Director of Student Achievement DR team members		
1:15 – 2:15 p.m.	Individual interviews w/district level staff				District office	DR Team Members Paired to interview district level staff individually
	Room 104	Room 225	Room 209	Room 229		
	Director of School Improvement and Innovation DR team members	Title 1 Coordinator DR team members	Director of Pupil Personnel DR team members	Grants Coordinator DR team members		

2:15 – 2:30 p.m.	Break				District office	Diagnostic Review Team Members
2:30 – 3:30 p.m.	Individual interviews w/district level staff				District office	DR Team Members Paired to interview district level staff individually
	Room 209 Director of Human Resources DR team members	Room 208 Associate Director of Professional Development DR team members	Room 221 Technology Director DR team members	Room 106 Budgeting/Staffing DR team members		
3:30 – 4:30 p.m.	Artifacts/documentation review				District office	Diagnostic Review Team Members
4:30 p.m.	Debrief and Return to hotel				Hotel	Diagnostic Review Team Members
5:00 p.m.	Phone interview with Special Education Administrator for High Schools DR team members				Phone Interview	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner				TBD	Diagnostic Review Team Members
6:30 – 7:00 p.m.	Meeting with Bryan Station High School Diagnostic Review Team to exchange information about walk-throughs and interviews				Hotel conference room	Diagnostic Review Team Members
7:00 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 				Hotel conference room	Diagnostic Review Team Members

Tuesday, February 25, 2014 (Please note schedule adjustment below.)

Time	Event				Where	Who
6:30 – 7:30 a.m.	Breakfast				Hotel	Diagnostic Review Team Members
At Bryan Station High School						Bryan Station High School
8:15 – 9:15 a.m.	Interview: ERL	Interview: Principal	Interview: ERS	ELEOT observation	Bryan Station HS	Diagnostic Review Team Members

				s (8:25 – 10:00 a.m.)		
9:15 – 10:15 a.m. Team members will return to district office following their last interview/ELEOT.	Interview: ERS	Interview: Asst. Principal	Interview: Academic Dean	ELEOT observations (10:05 – 11:35 a.m.)	Bryan Station HS	Diagnostic Review Team Members
At District Office						District Office
8:15 – 9:15 a.m.	Interview: Board Member				District office	Diagnostic Review Team Members
9:15 – 10:15 a.m.	Interview: Board Member TBD (This interview may take place via phone conference at 9:15 a.m. or 3:30 p.m.)				District office	Diagnostic Review Team Members
10:15 – 10:30 a.m.	Break – Team members return from Bryan Station HS.				District office	
10:30 – 11:30 a.m.	Review of artifacts and documentation				District office	Diagnostic Review Team Members
10:30 – 11:30 a.m.	Superintendent Interview				District office	Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Lunch & team debriefing				TBD	All Diagnostic Review Team Members
12:15 - 3:00 p.m.	Continue review of artifacts and documentation All team members				District office	All Diagnostic Review Team Members
3:00 – 4:00 p.m.	Interview Rm 114 Chief Operations Officer	Interview Rm 100 Customer Service	Artifact/doc review		District office	Diagnostic Review Team Members
4:00 p.m.	Return to hotel				Hotel	Diagnostic Review Team Members
5:00 – 8:00 p.m. (Refreshments, Break, Dinner)	Evening Work Session #3 <ul style="list-style-type: none">Review findings from TuesdayTeam deliberations to determine standards and indicators ratingsPowerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments)Improvement Priorities – (assign team members writing assignments)Tabulate Learning Environment ratings				Hotel Conference Room	Diagnostic Review Team Members

	<p>Team member discussion around:</p> <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below expectations and possible causes as well as though exceeding expectations and why. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 		
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Wednesday, February 26, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for district office	Hotel	Diagnostic Review Team Members
8:00 – 8:30 a.m. 8:30 – 9:30 a.m.	Review the order of the work session agenda. Determination Process	District office conference room	Diagnostic Review Team Members
9:30 – 11:30 a.m.	<p>Final Team Work Session</p> <ul style="list-style-type: none"> Review final ratings for standards and indicators Review Powerful Practices, Opportunities for Improvement Review Improvement Priorities Prepare Exit Report 	District office conference room	Diagnostic Review Team Members
11:30 a.m.- 12:30 p.m.	Working Lunch	District office conference room	Diagnostic Review Team Members
12:30 – 3:00 p.m.	Final Team Work Session (continued)	District office conference room	Diagnostic Review Team Members
3:00 – 3:30 p.m.	Conclusion/Wrap-up	District office conference room	Diagnostic Review Team Members
3:30 p.m.-4:00 p.m.	<p>Exit Report with the superintendent</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.</p> <p><u>The Exit Report will not be a time to discuss the</u></p>	District office conference room	Diagnostic Review Team Members

	<u>team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>		
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About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Fayette County

School District

2/23/2014 – 2/26/2014

The members of the Fayette County District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does have the ability to manage the intervention of Bryan Station High School. However, an intentional focus has not been placed on supporting Bryan Station High School in their turnaround efforts. The Diagnostic Review team will conduct another assessment in 2015 to ensure that District leadership is supporting the turnaround effort at Bryan Station High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Fayette County School District and Bryan Station High School.

Superintendent, Fayette County

_____ Date: _____